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ABSTRACT

Conference papers and various related materials are collected in this volume compiled in conjunction with the National Rural Teacher Education Conference. The bulk of the document consists of papers presented on the 12 major topics of the conference: (1) accreditation and endorsement standards versus the needs of rural education; (2) innovative models for rural preservice training; (3) innovative models for rural inservice training; (4) collaborative partnerships between educational institutions and state and local agencies; (5) interdisciplinary training; (6) cross-cultural educational services; (7) non-traditional adult learner programs and activities; (8) technological innovations in teacher preparation and delivery methods; (9) recruitment of quality teacher education applicants; (10) rural education research; (11) innovative rural school curriculum; and (12) innovative practicum and internship strategies for quality rural preparation. In addition to papers presented, materials include the conference agenda, 9 resolutions adopted concerning rural education needs, directories of presentors and participants, 34 humorous definitions of "rural," program brochures, speakers' handouts, and text of the keynote speech by Bernard Belden. (JHZ)

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NATIONAL RURAL DEVELOPMENT INSTITUTE
AMERICAN ASSOCIATION OF STATE COLLEGES & UNIVERSITIES
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
PHI DELTA KAPPA

OCTOBER 9 - 11, 1985

BELLINGHAM, WASHINGTON

Phebe Schwartz, Comp.

Doris Helge, Compiler

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FIRST ANNUAL
NATIONAL RURAL
TEACHER EDUCATION CONFERENCE
October 9 - 11, 1985

Bellingham, Washington

"Innovative Rural Preservice & Inservice Training Programs"

Sponsored by:
-National Rural Development Institute, Western Washington University
-American Association of State Colleges and Universities (AASCU)
-American Association of Colleges for Teacher Education (AACTE)
-Phi Delta Kappa

CONFERENCE AGENDA

Wednesday, October 9 - HOLIDAY INN, BELLINGHAM, WA

Noon - 6:00 PM	Tours offered (See yellow tour sheet for information)
3:00 - 6:00 PM	Registration - Poolside
6:00 - 7:30 PM	**Complimentary social at poolside (Check registration packet for tickets)**
7:30 - 9:00 PM	**Welcome and conference overview by sponsoring organizations** **Debate: "Certification Standards Versus Meeting Rural Needs—Is This a 'Versus'?"** Sam Kelly, moderator Patricia Murphy, representing AACTE Ben Edlund, Washington State School Directors Association Gary Obermeyer, representing NEA Executive Committee Martha Bullock Lamberts, Cooperative Extension Service Whatcom Room
9:00 - Midnight	**No host reception at poolside**

Thursday, October 10 - HOLIDAY INN, BELLINGHAM, WA

8:00 AM -5:00 PM	Display Tables - Second Floor Corridor Learning Centers - Whatcom Room
8:00 - 8:30 AM	**Registration and coffee at poolside**
8:30 - 10:00 AM	**General session - "Rural Teacher Education - The Process for Planning Improvement"** Larry Marrs, facilitator Whatcom Room
10:00 - 10:15 AM	Break
10:20 - 11:20 AM	**Concurrent Sessions:** **Choices: A Business/Education Partnership Program** Glenn Rimbey Sico Room 232 *Collab* **Marketing & Reform - How to Sell Rural Education** Tom Midgely, Janet Norby, William Goetter, Arnold Stueckle, William Shreeve, Barbara de Michele Whatcom Room *Tech Recruit* **Modifying Materials to Meet the Needs of Rural Handicapped and Gifted Students** Imogene Land, Kay Bull, Charlene Lingo Terrace Lounge Left *Preserv Inserv Curric*

10:20 - 11:20 AM continued

SOS Learning Networks: Revitalizing Rural America
Sam Quick
Wheelhouse Room *Collab Adult*

Teacher Training in Rural/Remote Areas:
A Primer on Distance Education
Marilyn Kay Johnson
A Model for Cooperative Field-Delivered Preservice Training
Lynne Ammu *Preserv X Cult Tech*
Compass Room 1 *Adult Research*

Collaborative Efforts for Rural Inservice:
How an Urban University Can Assist in the Preparation of Rural Administrators
Vincent Nuccio
Regional Sites of the Center for Excellence in Education at Northern Arizona University
David Whorton
Compass Room 2 *Inserv Collab*

Missouri Center for Small Schools: Pre- and Inservice Programs and Delivery Systems
Bill Peter
Terrace Lounge Right *Preserv Inserv*

Training the Rural Early Childhood Intervention Specialist
Marty Martinson
Compass Room 3 *Preserv Inserv*

11:30 - 12:30 PM

Concurrent Sessions:

Choices: A Business/Education Partnership Program
Glenn Rimbey
Sico Room 232 *Collab*

Project REACH: Respecting Our Ethnic And Cultural Heritage
Gary Howard
Terrace Lounge Left *X Cult Curric*

Model for Preservice/Inservice Rural Consultant Teacher Training
June Canty-Lemke, Dee Duncan
Terrace Lounge Right *Preserv Inserv*

Rural Education Research - Model Design and Example
Mary Prentice
Whatcom Room *Collab Research*

Thursday, October 10 - HOLIDAY INN, BELLINGHAM, WA

11:30 - 12:30 PM continued

Meeting the Needs of Non-Traditional Students at a Rural Institution
Harvey Smith
Compass Room 2 — Ac

"Telecoursing" - An Innovative Approach to Reaching & Teaching the Rural/Remote Regular and Special Educator
M. Winston Egan, Joan Sebastian, Helen Lacy
Compass Room 1 — *Preserv Inserv Tech*

Collaborative Services for Rural Gifted Students:
Project RING: Rural Innovative Network for Gifted
Thomas Southern
Mentor Program: Observation Students from University of Central Arkansas and Public School Gifted Students
Jeff Holland — *Collab*
Wheelhouse Room — *Practic Tech Research*

Validated Rural Teacher Preparation Modules
Doris Helge
Compass Room 3 — *Preserv Inserv*

12:30 - 1:50 PM

Lunch - Bernard Belden presents "A Teacher Educator Looks at Rural Education from Within" or "My Year with 27 First Graders"
Fairhaven and Sehome Rooms

2:00 - 3:30 PM

Concurrent Sessions:

Choices: A Business/Education Partnership Program
Glenn Rimbey
Sico Room 232 — *Collab*

PREP: Preparing Rural Education Personnel
Patricia Hoessli, Barbara Reeves
Whatcom Room — *Preserv Rec*

Project Plus: Rural Teacher Education Program
Vivian A. Hicks, Joanna Martin
Terrace Lounge Left — *Preserv Inserv Collab*

Assessment/Assistance for Rural Handicapped Students: A Cooperative Education and Medical Effort
Frances Whitten, Clydie Mitchell
Compass Room 2 — *Collab Interdis*

Rural Schools Integrated Curricula Project: An Overview
William Hall — *Inserv*
Terrace Lounge Right — *Collab Interdisc Research*

2:00 - 3:30 PM continued

Lessons From the Rural Schools of Japan
William Parrett
Compass Room 1 *X Cult Research*

Colorado Rural Staff Development Project
Nancy French, Jane Gibson
Compass Room 3 *Inserv*

A Model for Establishing a Network to Provide Educational Services to Handicapped Children in Rural Areas
Patricia Hutinger, Bonnie Smith-Dickson *Adult*
Wheelhouse Rm *Interdis Preserv Inserv*

3:30 - 3:45 PM Break

3:50 - 5:00 PM **Concurrent Sessions:**

Choices: A Business/Education Partnership Program
Glenn Rimbey
Sico Room 232 *Collab*

An Exemplary Elementary Math/Educational Equity Project in Three Northern Utah Rural School Districts
Patricia Whitfield
Whatcom Room *Inserv X Cult*

An Introduction to the National Rural Education Research Consortium
Bonnie Jean McGregor
Terrace Lounge Right *Research*

Rural Mentor Teacher/Adjunct Instructor Project - Sul Ross State University
Jim Gage
Compass Room 1 *Collab Tech Practic*

Education on Television:
Teacher on Television: New Opportunities for Rural Teacher Preparation
Mary Hoy
Rural Learning Centers Via Television From California State University at Chico
Sandra Stuart-Siddall *Tech Research*
Wheelhouse Room *Preserv Inserv Adult*

The Rural Incentive: An Awareness Presentation for Preservice Teachers
Ardeth Deay
Susan Day-Perroots
Terrace Lounge Left *Preserv*

Thursday, October 10 - HOLIDAY INN, BELLINGHAM, WA

3:50 - 5:00 PM continued	**Inservice Training/Technical Assistance to Rural Schools: Problems and Prospects** Clydie Mitchell, Frances Whitten Compass Room 2 *Preserv Ins*
	How to Develop the Best Rural Teacher Training Program in America Larry Marrs Compass Room 3 *Preserv Inserv Collab*
5:00 - 6:30 PM	**No host reception at poolside**
6:30 - 8:30 PM	**Banquet:** Holiday Inn Ballroom (Whatcom, Sehome, Fairhaven Rooms) Music: Rachel Best, Emily Raker, Margaret Shields Helen Roberts - AASCU "Showcase for Excellence" Awards Marie Eaton - "Living, Learning, and the Arts in Rural Schools"
8:30 - Midnight	**No host reception at poolside**

Friday, October 11 - WESTERN WASHINGTON UNIVERSITY

7:30 - 8:15 AM	Transport to WWU - Continental breakfast, VU Lounge
8:00 AM - 5:00 PM	Display tables - Viking Union Lobby Learning Centers - Viking Union Lounge
8:30 - 9:45 AM	**General Session: Business/Rural Education Partnerships - Profitable!** Larry Marrs, moderator Barbara Bowen, Apple Computer Company, Inc. Robert Hughes, The Boeing Company Frederick Hume, John Fluke Manufacturing Co. Robert G. Ross, Western Washington University Viking Union Lounge
9:50 - 10:50 AM	**Concurrent Sessions:**
	Center for Excellence Project - Rural Elementary Education Gilbert Hunt, Jim Potterfield *Recruit Research* Viking Addition 461 *Tech Preserv Inserv Collab*
	Transdisciplinary Teaming: A Cost-Effective Model for Serving Rural Areas Mary E. Nutter *Interdisc Tech* Viking Union 219 *Preserv Inserv*
	The Rural Clinical Nurse Placement Center: A Model for Altering the RN Maldistribution Problem - Specific to Rural Areas Sandra Stuart-Siddall Viking Addition 350 *Adult Practic Research*

Friday, October 11 - at WESTERN WASHINGTON UNIVERSITY

9:50 - 10:50 AM

Using the "Inventory for Client and Agency Planning" continued for Improving Management of Rural Special Education Programs
Richard Weatherman
Viking Addition 464 *Research*

Collaborative Rural Inservice:
A Model Training Program for Interagency Collaboration
Lynn Cadle
Administrator Inservice: Designing, Developing, and Delivering a Unique Partnership Program Between An Institution of Higher Education (IHE) and a Local Education Agency (LEA)
Varnell Bench *Collab Interdisc*
Viking Addition 462 *Accred Preserv Inserv*

Partnerships - Building a Model University Program for Service to Rural Public School Districts in Kansas and New York
Jack Skillet, Ann Beth Sarachan-Deily
Viking Union 408 *Collab*

Preservice Preparation of Teachers of the Visually Handicapped in a Rural State
Dewaine Alcorn
Viking Addition 454 *Preserv*

Life Values Approach - A Value-Based Curriculum for Intervention in Violent Gang Groups
Hans Heinzerling *X Cult Curric*
Viking Union TV Room *Inserv Interdisc*

Training the Rural School Social Worker and the Special Educator - Interdisciplinary Approaches
Betty Jean Guth
Viking Addition 463 *Collab Preserv Interdis*

10:50 - 11:10 AM Break

11:15 - 12:15 PM **Concurrent Sessions:**

The Relationship Between the Size of High School and College Success for Students Graduating from Montana High Schools
Ardys Clarke, Donald Robson
Viking Union 408 *Research*

Small Colleges & Rural Schools: Working Together to Alleviate Teacher Shortages
Reese Parker
Viking Addition 460 *Accred Recruit*

Friday, October 11 - at WESTERN WASHINGTON UNIVERSITY

11:15 - 12:15 PM
continued

Innovative Staff Development in a Small School District: Keys to its Effectiveness
Gene Medina, Marv Seelye
Viking Addition 350 *Inse*

Professional Growth and Development Partnerships for Alaska—A Place Where Individual Educators Still Count
David Hagstrom, Karen Noordhoff *Research*
Viking Union TV Room *Inserv Collab Tech*

Rural Service Delivery for Special Needs Populations:
The Rural Special Education Outreach Project of the University of Lethbridge: A Critical Analysis and Report of Major Developments
Robert Gall
Service Delivery Development for Rural Populations - A Partnership Approach
James Yates
Viking Union 219 *Preserv Collab Tech*

Early Field Experience: A Recipe for Rural Teacher Retention
Richard Williams, William Cross, Thomas Gougeon
Viking Addition 454 *Preserv Research Retent*

12:15 - 1:25 PM

Lunch in round-table groups - development of national rural teacher education position statements
Viking Union Lounge
"Lunch with Norm Howe" (For university faculty interested in obtaining rural special education federal funding.)
Viking Union 219

1:30 - 2:30 PM

Concurrent Sessions:

Cross-Cultural Training for Teachers in Rural Alaska
Bill Pfisterer, Ernie Manzie
Viking Union 408 *Inserv X C*

Teacher Education For Rural Elementary Educators: A Unified Curricular Model
Kay Bull *Recruit*
Viking Addition 350 *Accred Preserv Interdis*

The Rural Aide Model: A Method for Serving the Handicapped Student
Joyce M. Peters, Darrol Collins
Viking Addition 464 *Inserv Research*

Recruiting Quality Teacher Education Applicants for Rural Settings
Tom Detwiler
Viking Addition 454 *Recruit*

Friday, October 11 - at WESTERN WASHINGTON UNIVERSITY

1:30 - 2:30 PM
continued

Pre- and Inservice Training to Prepare Teachers and Supervisors to Direct and Work More Effectively With Rural Paraprofessional Personnel
Fran Lee Accred
Viking Addition 462 *Preserv Inserv Collab*

Technology in Teaching Science & Math (Grades 7-9): A Modular Approach to Rural Teacher Training
Richard Kherlopian, Edwin Dickey
Viking Union 219 *Tech Curric*

Serving Rural Wyoming: The University of Wyoming's Extended Degree Program in Elementary Education
Arnold Willems
Viking Addition 463 *Preserv Collab Research*

Continuing Education Programs:
CE/MORE (Continuing Education through Multi-Optional Renewal Experiences): A Rural Staff Development Model
Russell Dobson, Judith Dobson
The Priority of Continuing Education Courses: Rigor or Marketing?
Kay Schallenkamp
Viking Addition 460 *Accred Inserv Adult*

Choices: A Business/Education Partnership Program
Glenn Rimbey
Viking Addition 461 *Collab*

2:40 - 3:10 PM **Concurrent Sessions:**

Rural Teacher Training in the Philippine Islands
Manuel Uluan
Viking Union 408 *Preserv Inserv*

Rural Teacher Incentives Structure
Bill Reynolds, Joanne Martin-Reynolds
Viking Addition 350 *Collab Recruit Research*

Preparing Music Educators for Small School Districts
John Bonney *Accred Recruit*
Viking Addition 462 *Research Curric*

Telecourses - An Alternative for Rural Teacher Inservice Preparation
Lorelie Olson, Harriett Kovacevich
Viking Union TV Room *Inserv Tech*

An Experimental Model of Clinical Supervision in Rural Settings
Lon Kellenberger
Viking Addition 454 *Preserv Collab Practic*

Friday, October 11 - at WESTERN WASHINGTON UNIVERSITY

2:40 - 3:10 PM continued

Incorporating Library/Study Skills in a Rural School Curriculum
Ray Simmers-Wolpow
Viking Addition 464 *Curric Ins*

3:15-3:45 PM

Concurrent Sessions:

Toward the 21st Century - Sustaining Rural School Volunteer Programs
William Goetter, Thomas Midgely, Barbara de Michele
Viking Union 408 *Collab Reten*

Model for Low Incidence Rural Special Education Preservice Training
Marie Knowlton
Viking Addition 462 *Preserv Collab*

Young Teacher Seminar - A Model for Rural Teacher Education Inservice
Carl Reynolds
Viking Addition 350 *Inserv*

Multicultural Education in Rural Teacher Education
Brian Lotven
Viking Addition 463 *Accred X Cult*

Social Studies and Citizenship Education in Rural America: Process And Product
Stanley Easton
Viking Addition 454 *Research Curric*

School Mathematics and Electronic Devices
Francis Hildebrand
Viking Addition 460 *Tech Curric*

Choices: A Business/Education Partnership Program
Glenn Rimbey
Viking Addition 461 *Coll*

3:45 - 3:55 PM Break

4:00 - 5:00 PM

General Session - Evaluation/Future Planning
Closing Remarks
Distribution of Teacher Education Resource Exchange/Network Materials
Viking Union Lounge

5:00 - 6:00 PM Transportation to hotels

6:00 - Midnight **No host reception at poolside**

LEARNING CENTERS

Thursday - Whatcom Room, Holiday Inn
Friday -Viking Union Lounge, Western Washington University

ERIC/CRESS
Don Croft

ERIC/Teacher Education Division
Margaret Mann

Professional Growth and Development Partnerships for Alaska—A Place Where Individual Educators Still Count
David Hagstrom, Karen Noordhoff

Project REACH: Respecting Our Ethnic And Cultural Heritage
Gary Howard

A Model for Cooperative Field-Delivered Preservice Training
Lynne Ammu

Pre- and Inservice Training to Prepare Teachers and Supervisors to Direct and Work More Effectively with Paraprofessional Personnel
Fran Lee

National Rural Education Research Consortium, National Rural Development Institute
Monte Slichter, Glenn Burkins

National Rural Independent Living Network
Sandy Watkins

STRANDS

Major Topics of Presentations and Plenary Sessions

Accred -	Accreditation/Endorsement Standards vs. Needs of Rural Education
Preserv -	Innovative Models for Rural Preservice Training
Inserv -	Innovative Models for Rural Inservice Training
Collab -	Collaborative Partnerships Between Educational Institutions & State & Local Agencies
Interdis -	Interdisciplinary Training
Adult -	Non-traditional Adult Learner Programs & Activities
X Cult -	Cross-Cultural Educational Services
Tech -	Technological Innovations in Teacher Preparation & Delivery Methods
Practic -	Innovative Practicum & Internship Strategies for Quality Rural Preparation
Recruit -	Recruitment of Quality Teacher Education Applicants
Research -	Rural Education Research
Curric -	Innovative Rural School Curriculum

Conference Staff

Bonnie Jean McGregor, Conference Coordinator
Phebe Schwartz, Program Coordinator
Rosalee Lewis, Assistant Conference Coordinator
Doris Helge, National Rural Development Institute Director
Larry Marrs, Dean, School of Education

Conference Facilitators

Linda Hines
Amy Hanson
Monte Slichter
Caren Holloway

Margaret Cochrane
Ken Pawlak
Lynn Poston
Stephen Glass

National Rural Development Institute
Western Washington University
Bellingham, WA 98225 ©

RESOLUTION STATEMENT

NATIONAL RURAL TEACHER EDUCATION CONSORTIUM
OCTOBER 11, 1985

WHEREAS Rural schools comprise 67% of all schools in the United States and one-third (1/3) of all students live in rural America,

WHEREAS Rural areas serve as working and living sites for a large proportion of America, and we recognize the importance of fundamental rural values to all of our lives,

WHEREAS Local schools are an important part of the culture of rural communities and enrich the rural family structure,

WHEREAS Rural schools, particularly those located in remote areas, tend to have more limited opportunities for school-business partnerships than do nonrural schools,

WHEREAS Rural areas pose unique challenges for schools (such as relatively high costs of transportation, difficulties of obtaining specialized personnel and services, and low tax bases),

WHEREAS Rural students are entitled to equal educational opportunities and an education that will enable them to work and live in rural or nonrural settings,

WHEREAS The U.S. Department of Education has issued a "Rural Education Policy for the '80's" stating that rural schools should receive an equitable share of Department services and funding,

WHEREAS Equal funding will not guarantee equitable services to rural schools,

WHEREAS Rural schools are faced with acute personnel shortages,

WHEREAS A predominant number of teacher preparation programs with rural service regions do not adequately prepare teachers to meet the unique challenges of rural areas,

WHEREAS The majority of state education agency certification laws do not recognize the unique personnel needs of rural areas,

THEREFORE:

BE IT RESOLVED THAT:

teacher training programs should recognize that rural schools are a sizable constituency and that teachers require unique training for the incentives and disincentives of rural teaching,

BE IT FURTHER RESOLVED THAT:

teacher preparation programs should motivate students to be attracted to rural school jobs,

BE IT FURTHER RESOLVED THAT:

teacher training programs should train students to work with multiple age and ability levels,

BE IT FURTHER RESOLVED THAT:

the Federal government and state education agencies recognize that there is a need for differential funding for rural vs. nonrural schools so the funding "equity" can be determined and initiated,

BE IT FURTHER RESOLVED THAT:

state education agencies should recognize that teacher certification requirements should be flexible for rural areas while ensuring quality education for rural students,

BE IT FURTHER RESOLVED THAT:

teacher training programs should be encouraged to work with rural schools to design appropriate student service systems, including the use of technological approaches and school-business partnerships,

BE IT FURTHER RESOLVED THAT:

state education agencies should design structures for regional certification reciprocity,

BE IT FURTHER RESOLVED THAT:

teacher training programs should collect data regarding the employment patterns of their graduates and should use this information in redesigning training programs, and

BE IT FURTHER RESOLVED THAT:

teacher preparation programs should provide support systems for new rural teachers, thus facilitating personnel retention.

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WHAT IS RURAL?

Selected definitions from the--

National Rural Teacher Education Conference

RURAL IS:

1. Where school gets out when the trout start biting.
2. Where you are run off main street by a combine.
3. Where the response to "where is?" is "down the road a piece!"
4. Where every sport is played on dirt.
5. 50 miles from MacDonalds.
6. When you have 3 siblings in the same school and they are all in your class!
7. When there is only one stoplight, on a daylight timer.
8. When you get there and there is no one to meet you and tell you that you have arrived.
9. Where Willie Nelson and Waylon Jennings are known as pointy headed intellectuals and/or effete snobs.
10. When you finish your inservice training and ask when the local movie starts...they respond, "when can you be there?"
11. Rarely Understood Requiring Alternative Learning.
12. When you dial the wrong number and talk for 15 minutes anyway.
13. When people think "living in Los Angeles" is a logically inconsistent principle.
14. When across town and across the street are the same thing.
15. Knowing the names of the dogs waiting by the bicycles outside the school.
16. Where the schools produce the "cream of the crop".

17. When you live in the city and hunt in the corn field across the street.

18. Indoor teaching with outdoor facilities.

19. Where the pick-up trucks on Main Street outnumber the cars 3 to 1.

20. Where the eggs bought for the sports breakfast are brown, not white.

21. When you are the high school principal, teach English, direct plays, advise the newspaper and annual, and drive the bus for elementary students.

22. Where people help you when they're not paid to do so.

23. Where you go out of town to see the doctor.

24. When you are an outsider unless your grandmother was born in town.

25. Where your teacher's grandmother taught your mother.

26. Where everyone in your graduating class started kindergarten with you.

27. Where you jump start the generator for the pumps before you open the school.

28. Where you write a check on the wrong bank and it covers it for you.

29. When the installation of a traffic light signals urban blight.

30. Where you write a check and they don't ask for a driver's license and 10 I.D's.

31. Where third street is at the edge of town.

32. Where third base was prepared by the local dairy herd.

33. Where you negotiate contracts at someone's kitchen table.

34. Where the school-business partnership is a one-on-one situation.

WEDNESDAY EVENING, OCTOBER 9, 1985

* * PANEL DEBATE * *

"CERTIFICATION STANDARDS VERSUS MEETING RURAL NEEDS - IS THIS A 'VERSUS'?"

SAM KELLY, MODERATOR

PATRICIA MURPHY, AACTE

BEN EDLUND, WASHINGTON STATE SCHOOL DIRECTORS ASSOCIATION

GARY OBERMEYER, NEA EXECUTIVE COMMITTEE

MARTHA BULLOCK LAMBERTS, COOPERATIVE EXTENSION SERVICE

TEACHER CERTIFICATION NEEDS VERSUS THE NEEDS OF RURAL SCHOOLS

A lively panel discussion on rural teacher training certification versus specific rural needs kicked off the opening general session of the First Annual National Rural Teacher Education Conference held in October at Western Washington University in Bellingham, Washington. Panel members Patricia Murphy (American Association of Colleges for Teacher Education), Ben Edlund (Washington State School Director's Association), Gary Obermeyer (National Education Association), and Martha Bullocks-Lambert (Cooperative Extension Service) presented perspectives from their respective organizations. While there was some disagreement on the issues, one point they all agreed on was that the problems are serious and complex.

Patricia Murphy, representing the American Association of Colleges for Teacher Education, remarked that it should not be a question of "versus" when certification standards and rural needs are discussed. She said that certification standards are needed that accommodate rural needs. Her university encourages a composite of education majors such as composite science, because those kinds of credentials meet the needs of North Dakota school districts. She stated that proposed NCATE standards can accommodate both improved certification standards and rural needs without becoming an "either/or" situation.

Panelist Ben Edlund, assistant executive director of the Washington State School Director's Association, remarked that the teacher working for the small school district tends to have greater responsibilities and a larger number of preparations than would be the case in larger systems. At the same time, education majors are expected not only to go to school longer, but also to keep abreast of endorsement and promotion requirements. Edlund felt that the problem should be dealt with by revamping teacher certification with specific rural-based programs to reflect the needs of small rural schools. The revised program should also provide the opportunity for new teachers to realize their career goals. He also stated that provisions should be made for teachers who want to teach in small schools. Edlund stressed that if one of the two - assignment or endorsement - must be tightly interpreted, the other must be loosely interpreted. The avenues to endorsement must be plentiful and accessible.

Gary Obermeyer, representing the National Education Association, told the audience that the NEA has adopted five principles for advocating teacher preparation: (1) rigorous requirements for entry into a teacher training program; (2) training from a liberal arts base combined with a specialty area; (3) an acquisition of knowledge of child development and learning; (4) a demonstrated ability of application of theory and knowledge in a real classroom situation; and (5) continuous evaluation during the training period. Obermeyer added that only those who meet rigorous standards ought to be given the right to teach. Above all else, the standards applied to programs ought to be defined by an independent agency which is dominated by the state itself.

Some current work in NEA lends credence to some possible directions that may be taken. Obermeyer gave as an example a research project in the area of comparable worth, which has helped to identify the generic teacher. Educators could do more to approach the question of what a generic teacher is than we presently do.... "We've been locked into the 'Taylorism' approach to school management that has given us smaller and smaller specialties, and this has an impact on rural education."

Obermeyer concluded his remarks with the statement that the NEA stands behind the highest possible standards for teachers, and that teachers themselves ought to be the dominant element in shaping the description of what a teacher is. "The shortage of teachers is not all due to certification standards.... The slots are there, but there aren't enough people to fill them as they currently exist, either at the salaries that are being paid or under the conditions that are being described. Certification ought not to take the brunt of the shortfall."

Martha Bullocks-Lambert described resources of cooperative extension agencies available to teachers and teacher training programs. (See her "letter to the editor" in this issue.)

Clearly, the issue of appropriate rural teacher certification merits continued attention. ACRES is conducting a national study regarding this topic and will report results in a subsequent issue.

CONCURRENT SESSIONS

THURSDAY, OCTOBER 10

10:20 - 11:20 A.M.

A Seminar on the importance of education for 9th grade students

Glenn Rimbey

Thursday, October 10
10:20 - 11:20 a.m.

CHOICES

Educational opportunities are widely available, yet many students do not take advantage of them. We believe the problem can be traced back to decisions made before students have a comprehension of adult realities.

As a major Northwest employer, Pacific Northwest Bell would like to explain some of these realities while students still have time to make prudent "choices."

Pacific Northwest Bell

SAMPLE BROCHURE
Used By Clients of U S West Education [illegible]

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The "key to success" or a fortune cookie: choosing to control your future or letting your future control you.

What Can Students Expect From "Choices"?

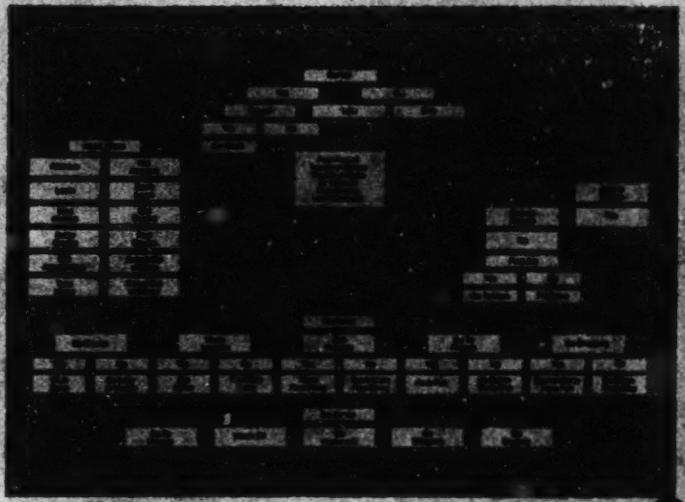
For many students, the opportunity to spend time with a person from the business community in a relaxed, friendly, but structured manner will be a first-time experience that will broaden their perception of what to anticipate after graduation. Specific subjects cover a wide range of topics pertinent to students:

- Becoming acquainted with the pressures, influences, expectations and environments affecting "Who I am" and "What I am."
- Making "Yes/No" decisions.
- Climbing down a typical day's decision tree.
- Learning about "Opportunity Costs."
- Exploring time and time management.
- Relating academic decisions to career consequences.
- Reviewing employment test scores of those who graduated before them.
- Obtaining the "Key to Success."

Factors Affecting Who And What I Am

Each student is given a fortune cookie containing one factor—race, religion, appearance, self discipline, neighborhood, gender, interests—affecting who and what they are. Students read one "fortune" at a time or offer contributions of their own as the seminar leader lists factors on the blackboard. About thirty factors are discussed and students are asked to distinguish between those which cannot be changed and those which are under their personal control. Students find that about half of the factors affecting who and what a person is are under each person's individual control and can be modified by individual choices.

Each decision on a decision tree opens new options and a different future. Devices such as this emphasize the importance of planning ahead.



For many students, a chance to spend time with a professional person not connected with family or school will provide new insights of lasting value.

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With 59 hours per week free, is two hours per night too much time to devote to your future?

Decisions Have Consequences

In this sequence, the discussion leader asks which students know how a computer makes a decision and introduces an understanding of yes-no decisions. From this comes the concept of "opportunity costs"—since you can do only one thing at a time, you forfeit doing anything else with that time.

The discussion leader then directs the class through a typical day's "decision tree" pointing out that one has to learn to *anticipate* the consequences of a particular decision before acting. Objectives and goals must be balanced with individual priorities and risks.

[illegible]anage Your Time

After taking the class through a typical week's time, the discussion leader notes that 59 hours, or about 35 percent, of a student's time is open to individual control.

Students are then asked to think about whether two hours a night spent at homework—leaving 45 hours or almost *two whole days* free—is too much to ask of oneself?

Strategy For An Uncertain World: Increase Your Options

Charts displayed during this segment of the program illustrate typical careers and incomes that can be expected to follow from different levels of academic attainment. Job satisfaction, creativity and freedom are all factors that increase along with income as the student's level of attainment increases. The message underlying this segment is a strong one:

Seek the highest level of study and the highest level of performance according to your individual interests and abilities—not for the sake of a higher level of achievement, but to increase the options available to you after graduation.

The discussion leader points out that people attaining higher level jobs on the upper chart have the choice of any career on that chart as well as those on any of the charts below.

As recently as one generation ago, people expected to pursue one career for life, and switching from job to job was frequently considered a sign of instability. Students in school now can expect to pursue several careers in a lifetime, which increases the importance of options. As the discussion leader points out:

"If you plan to become a meat-cutter but later decide you would rather be an accountant, it is difficult to change careers. But if you studied to become an accountant and later decide to cut meat—the transition is much easier. This is what is meant by keeping your options open."

Students graduating in the 1980s can expect to pursue several careers in a lifetime. In such a world, the best strategy is to increase options.

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We recommend that "Choices" be presented to all classrooms in a school in a short period of time. A school with six ninth grade classes might follow one of these schedules:

What Can Teachers Expect From "Choices"?

"Choices" will produce thought-provoking ideas for discussion and/or follow-up assignments. To aid that effort, an ancillary package is provided to teachers which contains reinforcement exercises developed with the assistance of Carleen Osher and Dianne Niemann, instructors in Gifted Education in the Sumner School District.

How Much Does It Cost?

Since there are no speaker fees or honorariums, the only cost involved in "Choices" is the "opportunity cost" of *not* making the program available to your students.

How Does The Program Work?

PNB will present "Choices" to your ninth grade students as soon as a trained speaker is available. We recommend that all ninth grade class members in a school be covered and that the course be presented on consecutive days so that students share common information for out-of-class discussions.

For More Information
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USWEST

Student Comments About Choices

"I have thought a lot about dropping out, but since you came and talked about how important school is, I have changed my mind. Thank you."

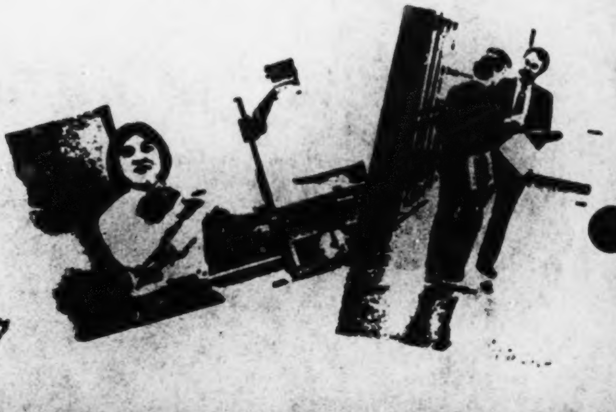
"I had always been avoiding my future because I didn't know where to start. This presentation helped me find that place."

"(Choices) helped me learn more about who I am, what I am. It made me better prepared for future decisions."

"I learned that dropping out of school ain't worth it because you won't have a good job or life."

"It made me think more about myself and where I'm going in life and made me want to improve."

The ninth grade is a "swing year" in the final push toward graduation and life pursuits. At few other times will a student face so many important choices.



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Statement of Purpose

Pacific Northwest Bell has a vested interest in the quality of students graduating from our secondary school system. First, as a corporate citizen, we are very interested in the quality of life in our region. The high quality of life we enjoy now is dependent on a well educated and enlightened citizenry. A second and equally important reason is business related: as a major employer we are concerned about the skills employees bring with them to the job.

In the past few years, test scores have become a subject of wide concern. In our own experience, applicants for starting jobs at PNB in a recent period failed tests of simple academic competence in astounding numbers—thirty to seventy percent failed simple tests of arithmetic and such tasks as alphabetizing names and sorting numbers.

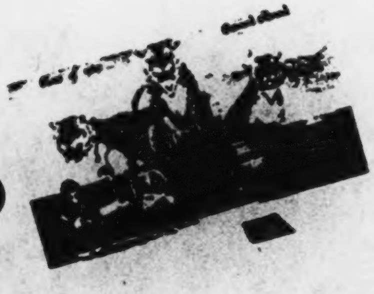
We do not believe that our teachers, our schools, or the curricula are principal factors in this failure rate. The knowledge required to meet our standards is readily available to every student in the region. Rather, the problem appears to be a lack of understanding by students about the importance of education "today" to prepare for "tomorrow." All too often, students who do not intend to go on to college unfortunately do not perceive the relevance of high school education to their careers or lives as adults.

We believe the most immediate, long lasting and cost effective means of addressing this misperception involves improving students' awareness of their options. One way to do this is to explain the nature of the job market and the importance of making informed decisions in the use of their time. To do this, PNB has developed "Choices," a thought-provoking introduction to the realities of life after high school.

"Choices" was created for ninth grade students and is offered free to schools in our region. Although student attitudes and academic habits have been formed in earlier years, the ninth grade represents a transitional or "swing" year into the final push toward graduation.

"Choices" is a two-classroom period program given on consecutive days and presented in an effective, sensitive and logical sequence by trained Pacific Northwest Bell managers. These PNB seminar leaders have been selected from a cross-section of PNB departments based on speaking ability, interest in education and young people, and ability to establish credibility and rapport.

The issue of academic competence is an important one that affects us all. "Choices" can make an important contribution while students still have time to make key decisions. We encourage you to offer this experience to your students.



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Tom Midgely, Janet Norby,
William Goetter, Arnold Stueckle,
William Shreeve, Barbara de Michele,

Thursday, Oct. 10
10:20 - 11:20 a.m.

1985 NATIONAL RURAL TEACHER EDUCATION CONFERENCE

Title of Presentation: Marketing and Reform

Speaker	Text	Transparency
Bill G.	Opening Remarks: Our presentation is entitled, Marketing and Reform Before we start, I'd like to give you a little background information. we represent the Department of Education of Eastern Washington University, a four-year state institution comprised of 8500 commuter and on-campus students. EWU is located in Cheney, Washington, 15 miles west of Spokane, the second largest city in the state and a service area for mining, lumbering, agriculture and light industry. Located near the eastern state line--280 miles from Seattle and its well-known rain--we are the center of a sunny area called, modestly, the Inland Empire, which takes in parts of Washington, Idaho, Oregon, Montana and British Columbia. EWU certificates 360 teachers, administrators and educational staff associates annually. They are prepared to meet the needs of the varied communities in the area, and this may mean teaching in isolated one-	I

Speaker	Text	Transparency

room schools, in rural consolidated districts, on suburban campuses or in inner-city buildings. EWU began as a normal school in 1882, seven years before Washington became a state, and is now well into its second century of marketing teacher education.

I'd like to introduce my fellow presenters--Dr. William Shreeve, Professor of Education and Chair of the Department of Education; Dr. Janet Norby, Professor of Education, member of the reading faculty, and Chair of the EWU Program Unit Committee: Dr. Arnold Stueckle, Professor of Education; and Barbara de Michele, educational consultant with the Spokane School District and a former English teacher. I am Dr. William Goetter, Professor of Education and Director of Undergraduate Studies.

Introduction:

There are many critics ready to orchestrate reform for public education--legislators, journalists, special interests groups, etc. As professional educators, we can react to various prescriptions or we can take the responsibility for reform ourselves. The model for reform we present today is pro-active, a model in which we, as professionals, undertake responsibility for the

IV

quality of the profession. It is a model in which both critics and advocates can join to advance the cause of quality education. Our model calls for the implementation of the following actions:

A. Identify the audience groups to be addressed:

B. Incorporate critics into the plan of educational reform;

C. Conduct research to determine if the Teacher Education Program harbors the deficiencies outlined in national reports, particularly those relating to student teacher candidates and program results;

D. Establish a communication process through which audience groups who have contributed to the plan for teacher education reform are informed of the changes being implemented, and through which their reactions are processed;

E. Instill confidence in the Teacher Education Program within the university faculty;

F. Improve relations with all constituent publics;

G. Provide the publics with outstanding examples of teacher education programs to offset the generalized view of poor teacher education programs now prevalent;

H. Convince the publics that we do strive for excellence.

Speaker	Text	Transparency
Bill G.	Presentation: Those interested in marketing Education should take a lesson from Lee Iacocca, Chief Executive Officer of Chrysler Corporation. Like today's Schools of Education, Iacocca has faced the task of selling an unwanted product to a cynical public. When he assumed control of the Chrysler Corporation in 1978, that company epitomized a disintegrating American auto industry severely damaged by its own mismanagement, foreign competition and zealous critics. In 1978, Chrysler was losing a billion or more dollars annually. Public opinion, fairly or unfairly, characterized auto makers like Iacocca as greedy incompetents who harbored "customer-be-damned" attitudes. When Chrysler approached the federal government for loan guarantees to "bail out" the company, critics and common citizens cried foul. Educators of teachers today are hardly better off than Chrysler was in 1978. Like those of Detroit auto makers, their products are often unfavorably compared to Japanese and European models. After several years of federal, foundation and private reports concerning American education, not one critical stone seems left unturned. Such reports, correctly or incorrectly, have only enhanced public perceptions that teaching is the least rewarding of all professions. Factors such as new job opportunities have restricted Education's market by luring potential teachers to other fields.	II

"Everybody was beating on us," Iacocca dolefully recalled of Chrysler's federal loan guarantee controversy in a 1981 interview. Surely, educators of teachers have similar memories and sentiments about American Education during this period.

Starting in 1982, the Eastern Washington University Department of Education undertook an aggressive marketing response to lowered public confidence. Comparing this marketing effort to that of any major profit or non-profit organization in the United States is probably ludicrous. Funds earmarked specifically for marketing by the department totalled $950. As for trained marketing experts, the department relied on professors whose time and talents were already stretched to capacity by teaching, counseling, research and committee obligations.

Even so, in developing its model for the marketing of education, this department followed a set of educational, public relations and marketing principles that we believe even Lee Iacocca would recognize and approve. In brief, these principles include:

III

1. Implementation of necessary reforms within the system;
2. Research measures to determine the reality of the department's position in terms of quality and results;
3. Restoration of general public confidence in teachers, schools and schools of education;
4. Re-establishment of institutional credibility;
5. Re-establishment of department credibility within the institution;
6. Marketing to public and individual needs.

Whose attention did we want to arouse? At a planning session, our faculty identified several audiences, or publics, with whom relations were less than ideal. These included the local and regional community, the legislature, current and potential students, alumni, fellow educators within Eastern Washington University and other regional and national institutions, and regional school districts. In short, the EWU Department of Education hoped to improve relations with every one of its constituent publics!

Model:

With this plan in mind, we offer the following model for the marketing of education.

Speaker	Text	Transparency
Jan N.	1. Implementation of Necessary Reforms	III
	The agency for change in teacher education standards at Eastern Washington University is the Teacher Program Unit. Instituted in 1980 by the Washington State Legislature, the EWU Program Unit is composed of representatives from various constituency publics, including classroom teachers from botn rural and urban communities, public school administrators, school directors, retired teachers, and faculty members representing academic departments associated with teacher education. This body is not a rubber stamp organization, not a debate club, and not just an advisory committee, but it reviews current standards, proposes new programs and approves over-all department offerings on a continuing basis.	V
	By 1982 Eastern Washington University had adopted all suggested reforms from the Teacher Program Unit. These included increased field experiences for student teachers, increased training in reading and math methods classes, increased audio-visual and computer instruction course work and higher departmental admission standards.	VII
	At the same time, the Program Unit suggested a matriculation procedure which enhanced the university's ability to supervise teaching candidates. Among the matriculation steps, candidates must now pass two interviews with professors and public school teachers, must compile a portfolio of required and suggested	

activities, must pass student teaching, and must pass an exit evaluation prior to certification.

The implementation of real and necessary departmental reforms has lifted morale and increased individual desires for further improvements in program, courses and public relations. Although enthusiasm is not a tangible marketing tool, surely it contributes to overall marketing efforts in ways that no brochure, ad campaign, or jingle can. Increasing internal enthusiasm and support remains a marketing goal of the EWU Department of Education.

Arnie S.

4. Institutional Credibility

III
Item 4

Through departmental discussion and planning it became clear that "our story" was not being told. Early on, the need for a voice in regional and national education issues became clear.

To that end, six members of the EWU Department of Education formed the EWU Editorial and Research Group in the fall of 1983. This group has subsequently published 37 articles about EWU programs, regional and national educational problems, research results and general educational issues. The first of those articles, "Local Educators Must Balance Local Issues Against National Reports," appeared in the National Association Secondary School Principals Bulletin in March 1984. The second, "Cooperation, Conflict and Change," detailed the EWU

Speaker	Text	Transparency
	Teacher Program Unit for the Phi Delta Theta *Horizons* magazine. Another article entitled "Teachers Don't Deal in Widgets," appeared in the *National Journal of Counseling and Values*. It summarized a research project comparing corporate merit pay plans to educational merit pay systems. Several weeks ago our 37th article was accepted for publishing in the *NASSP Newsletter*.	IX
	The department has received complimentary comments from within the university, regional school districts, the state legislature and fellow educators concerning these articles. While all may not have agreed with our positions, our willingness to speak for regional educators has been recognized and lauded.	
	The department of education publishes a professional journal called *Viewpoint*, which is published four times a year and distributed to alumni, public school teachers and administrators, and university associates throughout Washington State. Through this journal we hope to create an exchange of ideas and information between the university and its best spokesperson,and its graduates. We also hope that *Viewpoint* will encourage professors to undertake more research and writing projects.	XV
	Finally, the department has taken an agressive stance toward unfavorable press reports. These have been answered promptly in local "letters to the editor" columns. Especially when information is erroneously reported we are quick to correct the impressions which	

may have been created by false or misleading news. We have become more aggressive about releasing news favorable to the university or news which has obvious general interest. In marketing terms, these actions "position" us as creditable speakers before university committees, regional education groups, school districts, the state legislature and the public.

2. Research

Shreeve

III

Since 1980 the Eastern Washington University Department of Education has conducted research projects to determine the quality of students and the results of department programs. This research yielded information helpful to public relations and marketing efforts.

Read - Page 32 The Bulletin 3/84

These factors explain in part the high level of students attracted to the teaching profession in the inland Pacific Northwest. Our studies show that EWU education majors earned a mean 3.3 (B+) high school grade point average (GPA), significantly higher in statistical terms than the 3.1 mean high school GPA earned by non-education majors.

On the Washington State Pre-College Test battery, EWU education majors scored higher than non-education majors in the areas of vocabulary, English usage, spelling, and reading comprehension. No statistically significant differences occurred in the areas of applied math, math achievement, spatial ability, mechanical reasoning, verbal comprehension, or quantitative comprehension.

A survey of comparative college grades conducted in 1980 found no statistically significant difference between the college grade point averages of EWU education and non-education majors; indeed, EWU's math education majors, enrolled in the same course of studies as non-education math majors, earned higher grade point averages.

That "the brightest and the best" within this region continue to choose the teaching profession speaks well for state and local educational systems and the teachers who have served as role models for future teachers.

IMPORTANCE OF PERSONAL QUALITIES

Our third question gets at the heart of educational issues either ignored or glossed over by the Commission on Excellence in Education and Carnegie reports. It asks what type of individuals we most want to enter teaching in the years ahead.

(Quality of Student)

College Teaching - Fall - 1985

A merit pay plan designed to encourage professionalism was instituted by the department in

Speaker	Text	Transparency
	1983. Professors may choose peer or student evaluation research, departmental activities, special projects or a combination of methods for achieving merit pay. Our research shows that by the end of school year 1983-84, ninety percent of EWU Department of Education professors were earning merit pay. This information has been collated and disseminated in an article prepared by the department.	XIII
	Why Teachers Fail	
	The Clearing House, January 1986, pp. 206-210	
	Another research project concerning probated teachers in Washington State found that most unsuccessful teachers fail because of a lack of discipline, instructional skills and classroom management. This finding runs counter to the popular perception that teachers fail because they lack academic training.	XIV

XIV

Figure 4

Teachers and Counselors Evaluative criteria as the basis for probation 1976 - 1983, including the numbers unable to correct deficiciencies. Total number of teachers and counselors on probation by responding districts. 324

.______. Probationary occurrences in responding districts
.------. Teachers or counselors unable to correct deficiency

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Figure 3
Number of teachers on probation

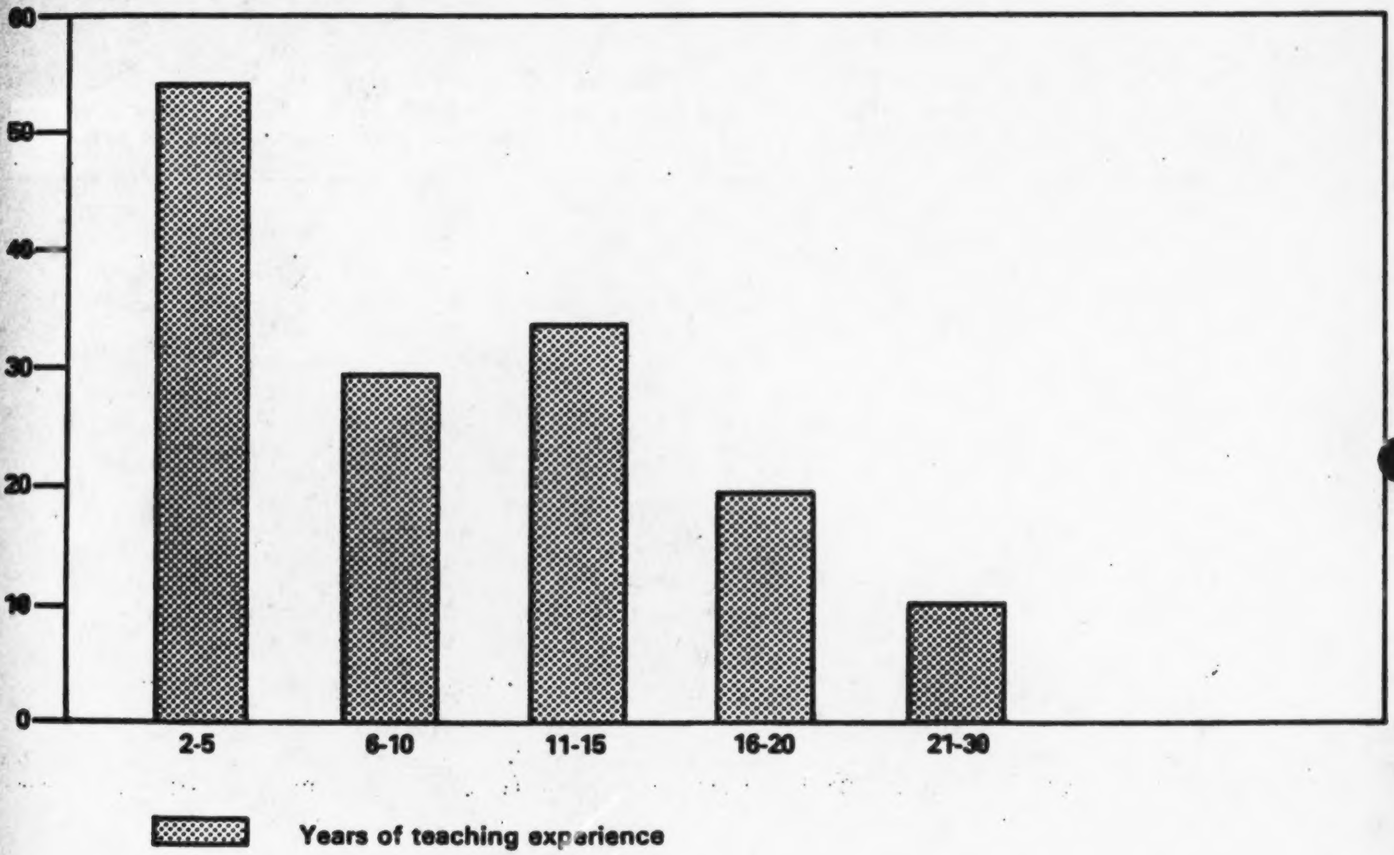

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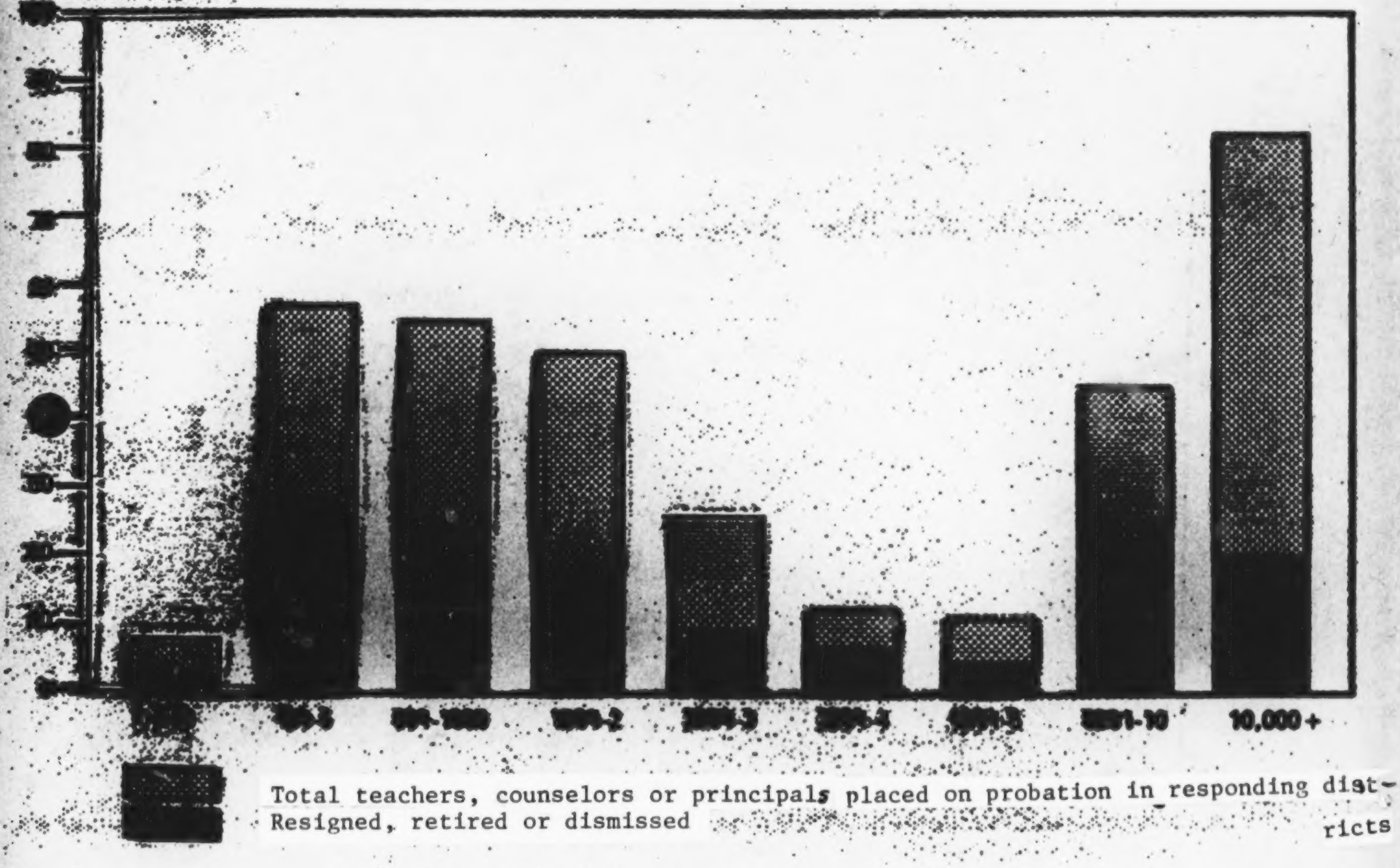
Figure 3
Number of probated teacher, counselors of principals who were dismissed, resigned or retired early from responding districts, 1978 - 1983 by district size.



▨ Total teachers, counselors or principals placed on probation in responding districts
■ Resigned, retired or dismissed

2	26	23	17	9	6	4	25	20
25%	44%	44%	34%	35%	50%	36%	53%	25%

BEST COPY AVAILABLE

Speaker	Text	Transparency
	The EWU Department of Education continues to sponsor research in such areas as student teaching, merit pay systems and school prayer, to mention a few. Research Education May '85, pp. 63.	XV
	4. Restoration of Public Confidence	
Barb M.	All activities undertaken by the department enhanced public confidence to some degree, but several were designed primarily to this end. The decision to undertake a pro-active public relations program was based on a belief that parent and public awareness is a necessary ingredient in achieving lasting reform. Schools of teacher education have traditionally received public attention primarily when something goes wrong. We are placed in a re-active role.	III Item 3
	In order for the public to take an active role in meeting the needs of teacher education, the public has to first become aware of the situation and then perceive a need for action.	
	In the spring of 1984 the department co-sponsored a publication entitled "What Does A Teacher Really Do?" with the Central Valley school district. This publication grew from a realization that the department and the district had overlapping needs that could be served by such a presentation.	
	(HOLD UP TABLOID)	

Speaker Text Transparency

XVI

The Central Valley district hoped to inform its local community about its outstanding teachers as well as produce a publication for senior career information. The EWU Department of Education hoped to highlight successful graduates as well as produce another publication for teacher recruitment.

The publication identifies and illustrates eight major roles that teachers play (READ FROM TABLOID). All the teachers are Central Valley success stories, as well as Eastern Washington University graduates. Through the eight stories, the public gets an inside view into the daily work of classroom teachers. We hope the stories illuminate the concept that teaching is a complex skill requiring many talents and tremendous preparation.

The tabloid ran in the Spokane Valley Herald, a weekly newspaper with a 14,000 circulation. An overrun of 5,000 copies were divided equally between the school district and the department. Costs were shared equally.

In the same vein, a professor from the Eastern Washington University Department of Education has been prominently displayed in a series of question and answer columns in the Spokane daily newspaper, the Spokesman-Review. The Review and Chronicle, which are jointly owned and carry the same articles, reach approximately 280,000 morning readers and 120,000 afternoon readers in eastern Washington, Idaho, Montana, and eastern Oregon.

We have collaborated on the first series, four back-to-school articles which ran sequentially. She contributed her expertise in early-childhood education. I used my background as a Spokane freelance writer to sell the series to the Review. Our purpose in devising the column was to position EWU as an expert in answering parent and community questions about their childrens' education. The first series proved to be very popular and we received numerous compliments from teachers as well as from the public at large.

Since then, we have collaborated on a question and answer article about summertime activities for children and -- once again for a back-to-school issue -- an excellent overview of the things that parents can do to help their children read and study at home.

(READ FROM ARTICLE)

Two years ago, Eastern Washington University's Robert Reid Laboratory School -- one of the few lab schools still operating in the United States -- began sponsorship of the Inland Empire Teacher Hall of Fame. In this endeavor, we secured the participation of Lincoln Mutual Savings Bank, which has since become Washington Mutual Savings Bank -- the largest savings and loan institution in Washington State.

Speaker Text Transparency

The Hall of Fame honors four teachers from eastern Washington each year. They are honored at a presentation to which local educators are invited. The event has been covered by local television stations, radio and newspaper . . . and the teachers have been interviewed by reporters and talk-show hosts. Again, this measure has highlighted the fact that there are excellent, dedicated teachers working for the public in eastern Washington. It allows us to take a pro-active opportunity to extoll the teaching profession as well as the individual teachers involved in the award. Not least, it allows us to recognize teachers who -- up until now -- have often received little in the way of public encouragement. We are proud to co-sponsor this award with a member of the Washington business community.

5. Marketing to Public and Individual Needs

Bill G.

III

Direct marketing programs have relied heavily on personal contact between the university and its many potential markets. In this realm, virtually every professor within the department and corresponding departments is available to answer questions from potential students, high school and community college counselors, returning teachers, and the general public. In addition, the department annually holds six to ten open houses at state-wide education conventions. Two department professors and two alumni host the open houses. Refreshments are supplied by the EWU Alumni Association.

Speaker	Text	Transparency
	In addition, the department sponsored the printing of a professional brochure which can be mailed to those who require additional information about Eastern Washington University.	XVII XVIII
	College students were provided information detailing the EWU Teacher Education Program and information regarding job prospects.	blue sheet
	Perhaps our strongest marketing move has been the implementation of a Teacher Assurance Program. Like the warranty on a car, the EWU Teacher Assurance Program promises that its graduates will provide those services expected of a college-educated and college-trained professional educator. First-year teachers who may require remedial help will receive that help completely free of charge to them and to their districts. Instituted in 1984, the Teacher Assurance Program has received wide publicity in the local press and regional school districts. We believe the program raises institutional credibility with the public as well as the school districts who hire EWU graduates.	

Conclusion:

I Teacher Assurance - Early Child Development and Care Fall 1985 p. 315-19.

Teaching Strategies - Classroom Management - Discipline -

a. Where teachers fail

EASTERN WASHINGTON UNIVERSITY

Education Department

The EWU Department of Education assures that this candidate has the knowledge and skills necessary to successfully organize and conduct classroom instruction in the areas of:

TEACHING STRATEGIES-CLASSROOM MANAGEMENT/SCHOOL DISCIPLINE - MEASUREMENT AND EVALUATION

This assurance is contingent upon appropriate placement of the candidate within certification endorsement areas and is based upon the candidate's successful completion of the EWU Department of Education Program which was approved by the Washington State Office of Public Instruction of 1982.

In the event that during the first year of teaching, the district evaluation process indicates a significant problem of application in any of these areas, the EWU Department of Education agrees to cooperate with the school district in the development and implementation of a plan to provide assistance deemed necessary for teacher improvement. The improvement plan must be mutually agreed upon in writing by the first year teacher, the school district and the EWU Department of Education. EWU services will be provided at no cost to the school district.

Upon University notification by the requesting school district, an appointment will be scheduled by EWU education Department chairman, the course instructor, and a third professor with the district and teacher to formulate an improvement plan.

PLEASE CONTACT:
Dr. William Shreeve
Department of Education
Eastern Washington University
Cheney, Washington 99004
Phone: (509) 359-6187

(The above statement will appear in each student's placement file.)

EASTERN WASHINGTON UNIVERSITY
Department of Education
COUNSELOR ASSURANCE

The EWU Department of Education assures that this candidate has the knowledge and skills necessary to counsel successfully within a school. This assurance is contingent upon appropriate placement of the candidate and upon the granting of time for counseling, and is based upon the candidate's successful completion of the EWU Department of Education Program for School Counselors approved by the Washington State Office of Public Instruction in 1984.

In the event that during the first year as a school counselor the district evaluation process indicates a significant problem in any area of counseling as defined by Washington Standards, the EWU Department of Education agrees to cooperate with the school district in the development and implementation of a plan to provide assistance deemed necessary for improvement. The improvement plan must be agreed upon in writing by the first year counselor, the school district and the EWU Department of Education. EWU services will be provided at no cost to the school district.

Upon notification of a problem by the school district, the University representative to the school counselor program unit will schedule a meeting for University personnel, school district personnel, and the candidate to formulate a plan of action for improvement.

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Department of Education
Eastern Washington University
Cheney, Washington 99004
Phone (509) 359-6187

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EASTERN WASHINGTON UNIVERSITY
Department of Education

PRINCIPAL ASSURANCE

The EWU Department of Education assures that this candidate has the knowledge and skills necessary to administer successfully a school program.

This assurance is contingent upon placement of the candidate within the certification level of endorsement. In the event that during the first year as a principal or assistant principal, the district evaluation process indicates a significant problem in any area of administration, the EWU Department of Education agrees to cooperate with the school district in the development and implementation of a plan to provide assistance deemed necessary for improvement. The improvement plan must be agreed upon in writing by the first year principal, the school district and the EWU Department of Education, EWU services will be provided at no cost to the school district.

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EASTERN WASHINGTON UNIVERSITY
Department of Education

READING SPECIALIST ASSURANCE

The EWU Department of Education assures that this candidate has the knowledge and skills necessary to successfully administer a school reading program. This assurance is contingent upon appropriate placement of the candidate within certification level of specialization, and is based upon the candidate's successful completion of the EWU Department of Education Program for Reading Specialists which was approved by the Washington State Office of Public Instruction in 1984.

In the event that during the first year as a reading specialist the district evaluation process indicates a significant problem in any area of reading administration, the EWU Department of Education agrees to cooperate with the school district in the development and implementation of a plan to provide assistance deemed necessary for improvement. The improvement plan must be mutually agreed upon in writing by the first year reading specialist, the school district and the EWU Department of Education. EWU services will be provided at no cost to the school district.

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Speaker	Text	Transparency
	II The New York Times Education - Winter Survey- 1985 - Section 12 Improving Our Teacher * Program is starting to obtain National recognition.	
	III Teacher Education and Practice - Fall 1984 Call for: Models of Innovation and Models of Excellence	
	Talk about 1. Work with 30 different regulatory bodies page 37 2. Change made - page 39 3. Six Steps to Excellence - page 40	
	The Department applied for ATE National 1985 Distinguished Program in Teacher Education Award	
	Wins award.	
	Spokesman ad - 150,000 Homes - Sunday March 10, 1985.	
	Students help with Marketing	
		XXIII
	Why develop a model for marketing education?	XXIV
	. To share with other higher education institutions the methods used, risks involved, and results obtained in our marketing process;	XXV
	. To create a positive image of education and of the teacher;	XXVI
	. To continue to attract quality candidates into teacher education;	
	. To inform and sell the public on quality teacher education;	
	. To inform and sell the public on quality teacher education programs;	
	. To show total support of teacher graduates through the Teacher Assurance Program.	
	. (Others)	

Marketing

1. Decide What you want to market.
2. To Whom do you want to market?
3. When do you need to market?
4. Where and how do you market?
5. Why market?

subject no.

Marketing

In the corporate world marketing is a must. If the product of service being sold is not advertised, packaged and sold, the corporation will fold. And, the most successful corporation keeps abreast of the needs of their clientele. They keep their product updated. They guarantee their product, service it, and advertise it with pride.

In education, we have a reason to be marketing. Since the publication of the National Report on Teacher Excellence, there has been a need to let the public know that some of the schools, the teachers, the programs have, in fact, been outstanding.

subject no.

Scotch

Thursday, October 10
10:20 - 11:20 a.m.

Adapting Materials to Meet the Needs of Rural Handicapped and Gifted Students

Imogene L. Land

Kay S. Bull

Oklahoma State University

Charelene Lingo

Miami, Oklahoma Public Schools

Materials presented at the National Rural Teacher
Education Conference.
Bellinghan, Washington, October, 1985.

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Modifying Instruction

Only one percent of students are average. The rest vary more or less from the average on whatever metric we use to measure them. Some are very capable and others have extreme difficulty in information/skill acquisition. Many if not most students will function more appropriately if instruction is modified to meet their needs and interests. Below are several ways in which instruction can be modified.

1. Adaptive instruction refers to changes made by the teacher in materials, environment, etc. which enable a student to function more effectively in the classroom. It is generally not the intention of an adaptation to remediate or change a difficulty, but to provide the student with a means of coping with the problem in a given individual situation. The greatest percentage of changes made in classrooms are adaptations of instruction to meet individual needs as they arise. Note that 4,5,6,7 & 8 below are forms of adaptive instruction.

2. Compensatory instruction refers to teaching the student ways of getting around a specific problem. The focus on compensatory instruction is to give the student a technique which can then be applied in other situations where the problem is likely to occur. For instance, if a student has difficulty remembering instruction, the compensation might be to teach the student to outline or to jot down key words to aid memory.

3. Developmental instruction is required for some students, especially those who either follow a more or less normal curriculum sequence or need an alternative curriculum from the average of their peers. The major focus here is on progress of materials and techniques at the students' levels and systematic, sequential instruction of the selected curriculum. The content is based on developmental theory and the instructional methods are appropriate for the developmental level of the child.

4. Acceleration of Instruction involves going faster through the course content. Repetition is reduced and only must know and need to know information is presented. (This is called compacting by some authors.) Note that this does not mean that the student does necessarily, more work. Content taught to each student is based on entry level of the student from diagnostic testing. Students should only be accelerated in areas where they are interested. Usually used as a base for other forms of differentiation in most Gifted Education programs.

5. Deccaleration of Instruction involves slowing the pace of instruction so that the student is not overwhelmed by either the speed of presentation or the step size. Like acceleration deccaleration entry level is based on diagnostic testing. Step size is reduced and the amount of repetition is increased.

*6. Vertical Expansion of Instruction afford opportunities to elaborate on the regular curriculum through additional allocation of working time, materials, experiences, etc. Expansion involves the development of higher level thought processes (Bloom Levels) or higher levels of skill related to regular curricular content. Appropriate objectives from the regular scope and sequence are rewritten at higher levels using the Bloom model so that students can work with similar content at different academic or thinking levels.

*7. Horizontal Expansion of Instruction provides opportunities to deal with a greater breadth of material related to the regular curriculum. This broadening and the material may include additional readings, library research, field research, field trips, and so forth. All materials/presentation must be related to the objectives from the scope and sequences.

8. Remedial instruction refers to the re-teaching of specific concepts an/or skills which are required of the student for effective classroom performance. For instance, if a student can add, has subtraction skills but is confused about regrouping, can multiply hesitantly, and has some beginning division skills, then the program is a remedial one in that the teacher will focus on those skills which the student lacks, while working to strengthen those skills which the student has.

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*Expansions should be based on student interest. The student should not be required to expand nor should all Bloom's expansions be required.

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The Setting: Where the Adaptive Approach Developed

Oklahoma State University is located in Stillwater (population 41,000), a community surrounded by many sparcely populated school districts (of which Oklahoma has over 600). Many districts are both rural and remote as there are only two metropolitan areas in the state and all but two of the large districts are in or adjacent to these areas. Frequently, the schools in these rural areas are not large enough to support a full time teacher of the mildly handicapped or the gifted, yet they have a population of mildly handicapped and gifted students who need differentiated and adaptive services in the regular classroom. Students from O.S.U. go to all of these rural locations, last year beginning teachers were placed in 59 of 77 counties in the state.

A number of years ago we decided that most of the services provided in Oklahoma Rural Districts would be provided by regular classroom teachers. The obvious rationale for this decision was that special teachers were, in the eyes of rural adminstrators, not cost effective. Therefore it was seen as necessary that regular teachers be prepared to deal with mildly handicapped students and mildly/moderately gifted students in the regular classroom. The adaptive approach system presented herein is one of the techniques which has grown out of this decision.

The Adaptive Approach System

The system used to implement the adaptive approach is really a technique for individualizing instruction. It can be used by any teacher at every level in the rural schools of America. The teacher in the classroom is the subject matter expert, the specialist who deals with learning styles and the manager of classroom behavior. The adaptive approach is a technique that allows the teacher to use local resources and deal with subject matter required by the curriculum in the local school.

How does the system work? A teacher begins by organizing the subject matter into units. For example: Oklahoma history, one unit could be birds and animals common to the state. The text book would probably contain a few pages on the subject, however the state publishes three wonderful magazines-Oklahoma Today, Outdoor Oklahoma and Persimmon Hill. All of these magazines contain wonderful pictures of animal profiles, and articles dealing with birds and animals of the state. There are articles on fur bearing animals, animals that are helpful and animals that are harmful, thus expanding the lessons to economics and environment protection. The teacher begins to collect all of the material related to her subject. The students are given assignments to look for subject related material from home. They become aware of outside information, not just text books. The State Department of Education (Oklahoma) prints curriculum guides on Oklahoma History, the state Forestry Department and Wildlife Management publish hunting guides, maps and many brochures on birds and animals common to the state. The popularity of the video recorder makes it possible for some students to make a contribution to the unit. There are some excellent programs on T.V. that relate to the subject. If so much varied material is collected and organized into folders or packets, then a wide range of reading material and pictures will materialize thus meeting the needs of different reading levels. By having so many topics available students can choose material related to their interests. Teachers control the length of the lessons, content and reading levels.

The results of this approach are 1) students are motivated, 2) students find that there is always something of interest in the classroom, thus fewer problem behaviors are exhibited, 3) students with a wide range of ability levels find that their needs are met 4) the subject matter is always current. (Even newspaper articles become relevant; Ex: Coyotes Are Killing Sheep in Western Oklahoma) 5) students begin using the library more, 6) students scores on tests are better, 7) the teacher stays current in the subject matter and 8) students and the teacher become excited about the class.

The system can be implemented on a small scale and can develop over the period of several years. It allows for the creativity of the teacher and relevant subject matter related to the region or local education agency.

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The Adaptive Approach: Differences Between Elementary and Secondary Implementation

Historically elementary teachers have developed more of their own materials than secondary teachers. Self contained classrooms at the elementary level usually create a more appropriate setting for teaching units and using learning centers. Elementary teachers are responsible for all subjects of twenty to thirty students while secondary teachers teach a subject(s) for one hour to one hundred twenty five or one hundred thirty five students per day.

The adaptive approach can be implemented at both elementary and secondary level. However there are a number of differences in the process. Those differences are: 1) elementary teachers do more of the development, secondary students do the development, 2) elementary materials drill and reinforce much of the subject matter, secondary materials expand and update the curriculum. 3) elementary materials are more manipulative, 4) upper elementary and secondary materials are developed using Bloom's taxonomy by both students and teachers. The elementary teacher becomes the prime developer of materials because of the age and abilities of elementary students. The teacher uses student workbooks on several levels to take apart and package in a non-consumable way for reinforcing basis skills in the subject matter area. It also enables the teacher to prepare attractive, self checking and highly motivational materials. The materials can be used by one child, small groups or with a partner. The social skills are developed at the same time that learning takes place. At the secondary level the students are taught to use articles from magazines, brochures, video tapes and even resource people to develop large learning centers keyed to the different levels of learning (Bloom's taxonomy). Secondary teachers do not have the time to develop materials, and it becomes an excellent experience for the secondary students.

One of the main tasks at the elementary level is to teach basic skills. Students need much drill on the basics, why not make that drill meaningful and fun for the student. Most of the materials at the lower elementary level are made to manipulate. Upper elementary materials can be used to expand the curriculum especially for the gifted child. Bloom's levels of learning should be used as soon as the students are able to deal with the concept. Materials at the secondary level are almost always used to expand the curriculum, update materials and create interest choices for the student. This is done by collecting content from many different sources within the community, state and in some areas nationally and even internationally.

The physical development of the elementary child is taken into consideration, thus activities take less time to complete and are much more manipulative. Pieces for activities are stored in cans, small boxes and bags so the student can learn to keep all materials together and still maintain a neat classroom. The secondary packets utilize more folders, pocket folders, small notebooks and large envelopes. Many of the secondary activities can be stored in a file cabinet when not in use.

Secondary students are taught to write questions keyed to Bloom's taxonomy. They develop the activities either individually or in small groups. They are able to secure the content, write the question and package the activities independently once the teacher explains the technique. Elementary teachers must be aware of the different levels of Bloom's taxonomy and hopefully give the student a chance ot go beyond the knowledge, comprehension and occasionally application levels that have traditionally been used in rural schools of America.

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The Adaptive Approach: Teacher Preparation Methods

Students preparing to teach special education (MR. and LR) at Oklahoma State University are trained in the adaptive approach at the undergraduate level. Students in the five year model program (elementary education/mildly MR and LD/Warner/Check paper) will also be using the adaptive approach as they fulfill their commitment to rural education in the state.

A three hour class is taught in a laboratory setting on campus. The students usually take the class the last semester before doing their student teaching. They have observed in public schools (40+ clock hours) and completed most of their course work before taking the class. During the class they write a unit and develop a complete learning center. They evaluate curriculum guides and evaluate many commercial materials. They are exposed to all levels of text books used in elementary schools, all of the state curriculum guides and many of the state resources. They develop teaching bulletin boards and learn at least ten different ways to teach a skill. They learn construction tips for adapting materials while under supervision in the labatory. During the student teaching experience they teach their unit using their learning center. Many students must adapt further when they actually teach the unit. They also develop a secondary unit and center. Since students have a dual placement in public schools they also teach the secondary unit.

Teachers in Oklahoma get a license to teach upon graduation. They must serve one year in public schools as a paid teacher under an entry year committee made up of a master teacher in the school, university professor (certified in their area) and an administrator in public schools. This gives a first year teacher a chance to further develop the adaptive approach to individualize instruction. The university professors can evaluate the teacher, thus giving feedback for modifying the preservice education program. Most first year special education teachers from Oklahoma State University do utilize the adaptive approach to meet the individual needs of their handicapped students in both rural and urban settings.

The experienced teachers in the state of Oklahoma receive their training for the adaptive approach through inservice education. Workshops are held in the schools for all teachers. During the first meetings the adaptive approach is reviewed, teachers are exposed to the centers concept, mainstreaming of the handicapped and gifted into the regular classroom is discussed. Secondary and elementary teachers are grouped separately for follow up sessions. Workshops for elementary teachers are tailored for their specific needs at their specific schools. The teachers usually make many of the activities that we suggest. The follow-up sessions with secondary teachers consist of teaching them to develop minicenters where they are required to learn to write questions for the different levels of learning (Bloom's taxonomy). They also learn to use a student guide called (Blooming for Vertical and Horizontal Expansion or Creative Obfuscations to Confuse and Bewilder your Friends -- A Student Guide to Bloom's Taxonomy), Bull and Land.

Upon implementation of the adaptive approach in high school subject areas the teachers utilize this quide for the secondary students as they learn to develop minicenters.

A follow-up is made to the schools that are willing to become a part of the research project on the adaptive approach at Oklahoma State University. This follow-up is very important because any problems in the individual classroom can be identified and added support is given to the teachers that dare to try a non-traditional approach.

MAINSTREAMING

Definition: The process of providing the most appropriate education for each child in the least restrictive environment (The environment which is most facilitative in terms of learning goals.) Gearhart, 1980.

Students should be mainstreamed into a class when they are operating at a different cognitive or skill level if they are provided with differentiated educational experiences and they are NOT required to perform with the group, e.g., the student works on independent study, correspondence courses, learning centers, etc., as defined in the student's educational plan.

Suggested Teaching Strategies for Dealing with the Mainstreaming Handicapped Student

. Adjust work time for the mainstreamed student by:
  a. giving the student longer time to complete assignments.
  b. letting the student work at reading and writing assignments for short periods of time, perhaps just ten or fifteen minutes depending on his ability to concentrate, followed by other types of activities for short periods of time.
  c. setting up a specific schedule for the student so that they know what to expect; being physically close to them if you have to change or vary their routine.
  d. keeping work periods short; gradually lengthening them as the student begins to cope.
  e. alternating quiet and active time; having short periods of each; making movement as purposeful as possible.

:. Use of peers in the regular classroom:
  a. having students drill aloud to themselves or to another student.
  b. dictating information into a recorder or another student.
  c. having another student read important information to mainstreamed student.
  d. having students read important information aloud to themselves or to another student.
  e. having students re-auditorize silently, vocalizing material inside their heads and later discuss with a peer.

l. The resource room teacher and the regular classroom teacher communicate informally a minimum of once every two weeks to discuss progress and share experiences of the mainstreamed student.

l. Schedule students into classes, where possible, that are taught by teachers who are willing to modify their requirements to meet the needs of handicapped students.

5. Demonstrate techniques that may be used for the entire class but which will specifically aid the LD student.

6. Provide tape recordings of textbooks or chapter summaries (possible an in-class small group activity, or can be done by accelerated learner or tutor).

7. Communicate with parents concerning child's strengths and weaknesses, progress or lack of progress, conflicts or problems at school. (Keep sample of students work)

8. Demonstrate new types of materials and testing equipment that would benefit the regular classroom teacher.

9. Arrange for mainstreamed students to pre-enroll in classes where they will have the best chance to succeed before regular enrollment closes those classes.

10. Establish planning sessions between student, counselor, and resource room teacher to select most likely schedule arrangements.

11. Share materials and audio-visual equipment.

12. To utilize audio-visual aides as alternative approaches to vocabulary development, etc.

13. Communicate at least one good thing about the student to the parent during the school term. This may be a conference, note, or phone call.

14. Utilize role playing as a means of affective development for all students (especially LD) in the regular classroom.

15. Provide a modified prescription for use by the regular classroom teacher in the content area. (The resource room teacher could be responsible for this.)

16. Monitor student adjustment to mainstreamed class.

17. Make arrangements for LD students to take their test from the regular classroom to the resource room where they can take it without distraction.

18. Make arrangements for resource room teachers to read tests to students who are unable to read or comprehend written questions effectively.

19. Allow students to answer test questions via alternative methods (tape recording, visual display, etc.) provided their learning disability hinders them from taking the test in the normal fashion.

20. Make special arrangements in regular class to minimize effects of distractibility, short attention span, or inability to follow verbal instructions.

5

Suggestions for Dealing with the Mainstreamed G/T Student

1. Provide differentiated education (vertical/horizontal expansion and/or acceleration) in all areas where the child is identified as gifted.

2. Do not expect the G/T child to participate in competitive group work in gifted areas (cooperative grouping is sometimes appropriate).

3. Expect the child to spend as much time/effort as the normal child on areas where he/she is NOT gifted.

4. Expect at least grade level performance in non-gifted areas.

5. Adjust the work time for the mainstreamed student (in areas where the student is interested):
   a. The student will complete assignments sooner or will produce greater quantity if they are interested and challenged by an assignment.*
   b. Gifted students can and will want to spend longer periods of time working on topics of interest.
   c. Gifted students need to be taught to work independently particularly at the higher grade levels. They will learn quickly but until trust and rapport are established they will be fearful of accepting responsibility.
   d. Keep independent study/research/contracts short until students have learned how to work independently.

6. Use of peers in regular classroom
   a. Gifted students can be used to help other students. However more than 2-3 hours per week is exploitive.
   b. In cooperative work try to have the G/T student assigned as leader, part of the time.
   c. Gifted students should never have to compete with their non-gifted peers for test scores or grades.

7. The gifted teacher/coordinator should meet periodically with the regular teacher to insure that appropriate differentiation/acceleration of instruction is occuring and that the regular teacher has sufficient information/resources to provide for the G/T child.

8. Schedule students into classes, where possible, that are taught by teachers who are willing to modify their requirements to meet the needs of G/T students.

9. Demonstrate techniques, such as Bloom's Taxonomy, that may be used for an entire class but which will specifically provide for the G/T student.

Provide materials that interest the student which are at his/her ready level.

11. Arrange for mainstreamed students to pre-enroll in classes where they will be appropriately provided for before regular class enrollment closes those classes. This is particularly important when students are radically accelerated in a content area.

12. Have the school counselor involved with the G/T program for scheduling, career education and to help them understand why they are different.

13. Utilize role playing as a means of affective development for all students in the regular classroom.

14. The G/T Teacher/coordinator should monitor student adjustment to the mainstream class.

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*Students should never be asked to do assignments which are beyond those of regular students unless they are interested in the topic and negotiate (contract) to do additional higher level work.

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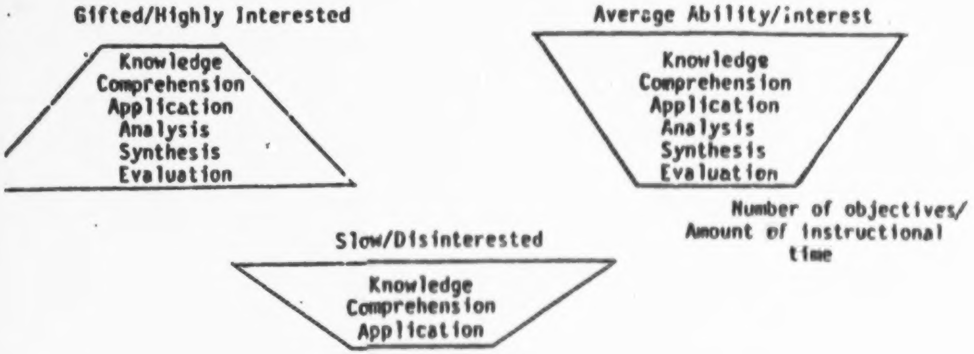
Bloom's Taxonomy

Students with different levels of ability and interest will probably respond differentially when different levels of questions are presented. Gifted, bright and/or highly interested students, in a given content area, are more capable of processing and dealing with analysis, synthesis, and evaluation level questions than their less able or less interested counterparts.

Obviously all students should be expected to be able to answer basic objectives in any content area but the higher level students (in terms of ability and interest) should not be restricted to questions at this level. This is illustrated below:



It is generally assumed that the taxonomy is hierarchiacal, that is the student must be able to perform at the lower level prior to proceeding to higher levels. This is true for contents where the students do not possess any knowledge, but these contents are few and far between. In most cases you can assume that more able and more interested students will have more knowledge and experience with the content than other students and therefore you can expect these students to enter the content at initially higher levels.

Develop[illegible]y K. S. Bull
(1985)

Developing Learning Centers

1. Determine the content
   a. Content should be related to the scope and sequence that you teach. It should be either:
      1. Vertical Expansion
      2. Horizontal Expansion
      3. Developmental
      4. Remedial
      5. Deccellerated
   b. Determine the kinds of behaviors you wish the students to demonstrate
      1. For Bloom's units or others using behavioral objectives use the verb list.
      2. Clearly state the objectives to help the students be more purposeful, better organized, better able to determine when they have reached the objective. It is imperative that the students know what they are to do and under what conditions and standards, if conditions and standards are to be imposed.
      3. Tell the students that they may choose among the objectives offered (in Bloom's units). This promotes individualization, interest, and motivation. They can do as many or as few as you will allow. The order is unimportant.
   c. Determine the kinds of products which the students should develop for each objective.
      1. See product list for examples.
      2. For expansion units, products should be designed to be shared with peers or other appropriate audience.
      3. Provide as many manipulative/construction activities as possible as well as paper and pencil activities. Knowledge and comprehension level items do not always have to be defined and restate things.

2. Prepare directions for the students (insure that the students can function independently using the center).
   a. Make the directions clear and legible.
   b. Use terminology familiar to students
   c. Use audio-visual aids to help students understand directions. If necessary.
   d. Include enough organizational information to enable students to work independently.
   e. Include examples of tasks to be accomplished, when appropriate.
   f. Include the objectives and/or purpose of the center.
   g. Include information about evaluation, the students should be able to correct their own answers for knowledge and comprehension levels.
   h. If contracts are required, specify the format or refer the student to a contract teaching center.

3. Reasons for using learning centers (Bloom's based). Or, things you tell parents and administrators.
   a. All students can use the centers.
   b. Slower students will tend to choose knowledge and comprehension level objectives.

c. Gifted and highly interested students will tend to operate at the higher levels.
d. All students can choose what they will do within the center (the level at which they will approach the material).
e. All students will create some sort of product.
f. Each student can proceed at his/her own best place.
g. Assuming that centers are curriculum related, all students will operate on the same content, although the levels will differ.

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Developed By K.S. Bull
(1985)

Packaging Bloom's Centers

1. Is the center to stand alone or is it to be part of a larger center? Usually you will start with a single idea based on an objective from your scope and sequence. This will be developed into a center containing one or more questions at each level of Bloom's Taxonomy. As you create more mini-centers (small units) for a given curricular area or curricular goal you may wish to package several small centers together in a notebook, large folder, or with a display backboard which is either used for teaching (a teaching backboard, with questions addressing content on it) or simply a picture or design backboard designed to attract student attention.

2. What size should a learning center be? That depends on its purpose. Many teachers use a standard 8¼ x 11 folder but larger folders (made of stiffer construction paper or tag board) can be used to display a center. Smaller folders should be considered if the students are to take materials home or to another work setting. Pocket size are particularly well liked by younger children.

3. How should the center be formatted? Everybody uses folders! But you can be more creative. How about an old shoe for a unit (social studies) on exploring our community or the back of a toy truck for a unit on transportation. You are only limited to your own imagination.

4. What should I include if I want to make a folder center? Well, let's start with pockets. Most of the time we will start a vertical expansion unit by simply rewriting an objective from our scope and sequence at higher levels in Bloom's Taxonomy. So let's put the questions or objectives on a colorful background, laminate them to the folder and go on. Right? Wrong! What if you find an article that will go with one or more of the questions? By adding an article the center becomes a horizontal expansion unit as well as a vertical expansion one. So we put articles in pockets. Is that all? No! How about a reference card? A reference or bibliography card indicates sources of information which are locally available to students, either in the center, or the room or from the school library. (Note, this card should slip into a clear plastic pocket so that you can access it when you want to add materials to the center). You should include a second card, in a separate pocket or behind the reference card, which lists the parts of the center. (This keeps things together and makes check in and check out procedures easier.) The questions/objectives/tasks should always be laminated to the folder, right? Wrong! Although this approach is useful for centers that fail to grow,it is less than useful for expanding centers. Tasks can be on a task sheet (slipped into one of the pockets) or on task cards (cut into creative shapes representing some portion of the content of the objective). Task cards usually contain single tasks while task sheets usually have six or more tasks on them. In many centers the knowledge and comprehension level items are on sheets because there are a number of these items and they are designed to be self-checking. This is done by providing a separate answer sheet and having the students compare their answers to the ones you have developed. When task cards are used they should be attached to the folder with expensive metal key rings? No, or not necessarily. Chicken or turkey rings from your friendly hatchery are about one eighth the cost and are just as effective. The task cards can be ringed in a group; attached singly or in a group to

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the folder; or attached to an article in the folder.

5. (Start again because the last paragraph was too long). Should the back board that goes with a set of folders or other format centers be a teaching back board? Only if you want it to be. Back boards are larger display boards that are designed to entice or interest students. They may contain teaching material. Back boards are made of two to five sections of cardboard or plywood, covered with contact paper, pictures or other attractive cover. They are designed to stand on a table (or in some cases when very large on the floor). Large back boards can have realia (real things) attached to them. They can also be used to hang task cards on, folders on or other formats for centers as well as pictures, designs and other attractive things.

6. When a Bloom's center is drawn from an article how should the tasks be written? In as many ways as you can think of. Usually knowledge and comprehension tasks are presented in a self-checking format. Note when doing definition (knowledge) items related to an article, include as a reference the title of the dictionary from which the student should abstract the definition. Failure to do this will cause undue stress on compulsive teacher-pleasers who always have to have everything just right. Remember that the number of tasks should be determined by the amount of content. Large articles should stimulate more tasks than short ones. If you find that you have to write quite a number of definition tasks (knowledge) you might want to consider rewriting the article to reduce the difficulty level. This is particularly necessary if low/slow readers are to get any use from the material.

7. What should I do if I want to make a unit or center focused on a graphic or illustration? Start by writing tasks or objectives related to the key points of the picture. Determine if these objectives/tasks can be developed at several levels. Write some questions about the entire graphic. Consider writing some global questions about the graphic which are related but not necessarily drawn from it, e.g., a question about the time that a picture was painted or about the article. It is exceptable to have the student do research which goes beyond the visual. You should however provide references from which the student can abstract this information.

8. How can I package a visual/graphic/picture in different ways when it is used for a learning center? If you have several, for example maps, you could number them, laminate them and stand them rolled in a plastic trash can. Then you take a card box, for 5 x 8 cards, and write you questions on the cards. Number the cards with the same numbers as are on the maps and you have a large center. You could also display a graphic on a large or small back board. Flexible pictures can be attached to a window shade and rolled up and down with the shade. A series of shades can be mounted to a freestanding framework or to a wall. Tasks can be put in card boxes, or put on rings and hung from the framework, or put on an inventory file board or kept on 8½ x 11 sheets in a notebook, and so forth. Graphics can be displayed in picture frames. If you have a number of pictures, they could be housed in a poster display rack. Pictures can be mat-boarded and stacked or hung. They could also be on scrolls. Finally they could be photographed and displayed as slides. This reduces the storage area but limits the number of students who can use them to the number of available slide projectors.

9. How should I package articles which are to be used as part of a center? First determine if the article is to be removed from the book/magazine. Articles from most slick magazines can be removed by removing the magazine cover and then pulling the staples. Then the article can be lifted out with enough white space on the spine end to bind the article. Articles can be bound or fastened with rubber tape, staples, glue and edge, with a spiral binder and with or without a cover page. (The preceeding list is obviously not exhaustive.) If the article is not removed from the book or magazine, determine how it will be incorporated into the center. Books for centers can be displayed with a back board, or shelved and referenced within the center. If the article is packaged it can be included in the center in a folder, in a spiral or 3-ring notebook, in a pocket, or displayed on a back board (again not an exhaustive list).

APPENDIX I

Developed by Kay S. Bull
(1985)

Four Hundred and Seventy Products

The following are illustrative of products which the students can be asked to develop. You should try always to have students develop some product as the result of doing a Bloom's objective.

abridgement
abstract
accoutrement
address
advertisement
agenda
alibi
allegory
almanac
analysis
animal
anthology
aphorism
appliance
applique
archive
ark
arrangement (music)
array
art gallery
article
atlas
autobiography
axiom
banner
banquet
bargello
batik
battery
bazaar
being
beverage
biography

block picture story
blueprint
boycott
brief
briefing
broadcast
brochure
budget
bulletin
business
campaign
canvass
caricature
cartoon
catalog
census
ceramics
chart
charter
choral reading
circuit
classification
code
code of ethics
collage
collection
comedy
comic strip
compendium
compilation
composition
computation
concert

concordance
confection
container
contest
conveyance
creature
crest
criticism
crochet
cronicle
crossword puzzle
cryptogram
curriculum
curse
cypher
dance
debate
defense
description
detailed illustrations
device
diagnosis
dictionary
digest
diorama
directory
dirge
display
doctrine
document
documentary (film)
drawing
dwelling

editorial
embroidery
emulsion
encryption
endorsement
engraving
epic
epigram
episode
epistle
essay
essence
estimate
etching
eulogy
evaluation
event
example
experiment
fable
frabrication
facade
facsimile
fact file
fair
fairy tale
family tree
fantasy
farce
feature (article)
festival
fiesta
figure
figurine
filmstrip
finery
flag

flip book
folio
food
forcast
formula
furniture
gadget
game
garb
garland
garment
gazetteer
genealogy
genre
globe
glossary
glottology
graph
guide
habitat
handbook
harmony
harness
hero
hidden picture
hideaway
highway
history
homily
house
hypothesis
ideology
idiom
ikon
illustrated story
illusion
illustration

image
implement
impression
incantation
index
indoctrination
initiation
innovation
inquiry
inscription
instance
instrument
interview
introduction
invention
inventory
investigation
itinerary
jest
jewelry
jigsaw puzzle
joke
journal
judgement
keepsake
key
kit
knickknack
knit (object)
knot
labeled diagram
labyrinth
lace
lament
lampoon
law
large scale drawing

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leaflet
learning center
leasure (activity)
lecture
legend
letter
letter to the editor
lexicon
library
life
list
log
lotion
lyric
machine
macrame
madrigal
magazine
management plan
manifesto
manikin
manual
manuscript
map
marginalia
mask
masque
matrix
maxim
measurement
mechanism
melodrama
melody
memento
memorandum
menu
metaphor
method
methodology
microcosm
mini-center
missive
mobile
money
monody
monograph
monument
moral
mosaic
motif
motto
mural
museum exhibit
music
mutation
mystery
myth
narrative
necklace
needle point
network
newscast
newspaper
nomenclature
norm (data table)
notice
novel (ette)
oath
obelisk
object
objective(s)
odds (probability)
ointment
onomasticon
oral report
oration
orbit
ordinance
organism
organization
outfit
outline
pageant
painting
panorama
paper
parade
paraphernalia
parchment
parody
party
pastiche
patent
pattern
pedigree
perfume
pert (chart)
petition
phamphlet
philosophy
photo essay
photograph
picture
picture dictionary
placecard
plan
platform (political)
play
playbill
plot
poem
policy
poll
porta-center
portrait
poster
pottery
practice
precis
prediction
primer
print
problem
proclamation
proem
profile
program
prognosis
project cube
propoganda
proposal
prospectus
protocol
prototype
proverb
proviso
publicity
puppet
puppet show
puzzle
questionnaire
question(s)
quiz
rationale
reading (poetry)
Rebus story
recital
reconnaissance
record
reform (policy for)
regalia
register
relic
relief map
romance (written)
remedy
replica
report
requiem
research
restoration
revision
riddle book
rite
ritual
robot
rocket
role
roster
route
rubbing
rule
saga
sale
sales pitch
satire
scenario
scene
schedule
schematic
score (music)
scroll
search (literature)
seek and find
seminar
sequel
serial
series
show
sign
silhouette
silk screening
simulacrum
simulcast
skeleton
sketch
skit
slogan
small scale drawing
sonant
song
specimen
speech
spoof
statement
statistical analysis
statue
stencil
study
story
stratagem
street map
string art
structure
summary
supplement
survey
syllabus
symbol
symposia
synonymicon
synopsis

synthesis
system
tableau
tactic(s)
tale
talisman
tape
tapestry
technique
template
termonology (list)
terrarium
test
textbook
textile
theme
theory
thesis
threnody
timeline
tool
topographical map
totem (pole)
toy
tracing
transcription
translation
transparency (overhead projector)
treatise
trick
trinket
TV news report
ukase
utensile
vehicle
verdict
verse
vessel
video tape
viewpoint
vocabulary (list)
weaving
white paper
will
wood carving
word book
writing
yarn

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12

Blooming for Vertical and Horizontal Expansion or Creative Obfuscations to Confuse and Bewilder your Friends

A Student Guide to Bloom's Taxonomy

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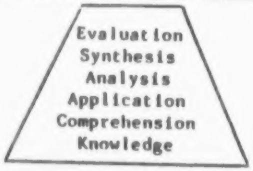
Presented at the American
Council of Rural Special
Education Conference,
Bellingham, Washington, 1985

Introduction

The purpose of this booklet is to assist you in writing learning units for other students in areas where you are interested. You have been selected to help create materials because (you may pick only one) 1) you are smart; 2) you are a smart mouth; 3) you are as smart a . . .; 4) you are free this hour; 5) you are inexpensive this hour. Seriously, this booklet is designed to help you help yourself and others to examine and work with materials at a level that is higher than rote regurgitation (otherwise known as the puke-back method).

So what is this method and is it any fun? Fun, well that depends on how perverted you are! The method: Bloom's Taxonomy



The idea behind Bloom's Taxonomy is that there are very limited number of ways in which you can deal with or process information. These are represented in the pyramid as six levels; levels of complexity of process that is.

Let's define these six levels so that we can better see what we are talking about. Knowledge is defined as the remembering of previously learned material, the answering of questions solely by rote memory. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcome in the cognitive domain.

The student who is performing at the knowledge level does the following kinds of things: (1) Responds to classroom situation (stays awake, looks at teacher with glazed eyes); (2) Absorbs information -- looks, listens, reads; (3) Remembers (only those things taught in class, other rememberings called daydreaming); (4) Practices procedures -- drills, recites (regurgitates); (5) Covers information in books (preferably with a water proof cover before regurgitation); (6) Recognizes information that has been covered (no matter what it is covered with.).

The second level in the Taxonomy is Comprehension: defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating further trends (predicting consequences or effects). This type of question requires the respondents to restate a problem in their own words, to give an example of a principle or concept, to qualify statements, to extrapolate trends into the past or future, or to point out implications or consequences. These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

The student who is performing at the comprehension level can do some or all of the following: (1) Explain information rather than merely quote it (this is the level the principal is at when he shreaks, " Do you understand what I mean?"); (2) Makes simple demonstrations (rioting and cross burning are excluded); (3) Translates information into his/her own words (when caught this is known as plagerism); (4) Extends information to new situations; (5) Interprets information from technical to familiar terms (a pedagogue is a ________).

In the following section 5 objectives are presented. To test your Knowledge and Comprehension please indicate whether the objective is at the (K) Knowledge or (C) Comprehension level or if it is at (N) Neither level. Place a check mark in the space below the correct letter. Answers are at the bottom of the page.

	K	C	N
1. Define the term pedant.	____	____	____
2. Compare the pedant to the pedagogue.	____	____	____
3. Recite the Gettysburg Address.	____	____	____
4. Give an example of pedantry.	____	____	____
5. Manipulate the controls, of the microscope, to set the magnification at 100X	____	____	____

The third level in the Taxonomy Application, refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. The knowledge must be successfully used under conditions that differ from those in which it was first learned or encountered.

The student who is performing at the application level does some or all of the following: (1) Solves novel problems (given a tube of super glue, how can you keep the teacher from giving the test she has in her desk drawer; (2) Constructs projects, models, apparatus, etc. (Dr. Frankenstein I presume); (3) Demonstrates use of knowledge (Disrobe a . . . [it better be a manikin or you are in real trouble]).

The fourth level of the Taxonomy is Analysis which refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Finding assumptions, distinguishing facts from opinion, discovery causal relationships, finding fallacies in stories or arguments, specifying the style of a written or unusual piece, or inferring the author's purpose are items that require analysis. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

ANSWERS: 1-K, 2-C, 3-K, 4-C, 5-N

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The student who is performing at the analysis level does all or some of the following: (1) Discusses information in depth (will the Alvin discussion group please meet at the forward hatch); (2) Uncovers interrelationships among ideas (now remember we said ideas, not people); (3) Discovers deeper meanings and insituations not apparent at first (tag line on a letter of recommendation, "all of the above apply except where Mr. Jones has been drinking.") (4) Sees similarities and differences between styles (Michael Jackson and Lawrence Welk you say . . .).

Here is another practice exercise. See how many objectives you can categorizes as (K) Knowledge, (C) Comprehension, (A) Application, (AN) Analysis or (N) None of these. Check one:

	K	C	A	AN	N
1. Combine two ideas into a new metaphor.	____	_✓_	____	____	____
2. Disect the frog and illustrate what you find.	____	____	____	____	____
3. Classify soil samples based on ph values.	____	____	____	____	____
4. Convert inches and feet into meters, when given example problems	____	____	____	____	____
5. Paint a picture of the fruit in the bowl.	____	____	____	____	____
6. Discuss the feelings that Huck Finn had when his father locked him in the room.	____	____	____	____	____
7. Find the location of Slick, OK using a map.	____	____	____	____	____
8. Find the location of the capital of the U.S.A., Washington, D.C., using a U.S. Map.	____	____	____	____	____

The fifth level of the Taxonomy is Synthesis which refers to the ability to draw together ideas or materials from different sources and to put the parts together to form a new whole. This may involve the production of a unique communication (theme or speech) a plan of operations (research proposal) or set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures which are designed to be communicated to others.

Things that a student is likely to do at the Synthesis level include (1) Produces unique communications (Gubblz ergerg zug); (2) Formulates new hypotheses based on analyzed information (If I put one drop of super glue on the front lip of each desk drawer . . .); (3) Makes discoveries and generalizations (It takes two hands to handle a whopper . . .); (4) Proposes new ways of doing things (You are going to put your what in his where?).

ANSWERS: 1-N, 2-AN, 3-AN, 4-A, 5-A, 6-C, 7-A, 8-K.

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The highest level of the Taxonomy, Evaluation, is concerned with the ability to judge the value, quality, or correctness of material (statement, novel poem, research report) for a given purpose. The judgements are to based on definite criteria. These may be internal (organization) or external criteria (relevant to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgements based on clearly defined criteria.

Here is another set of objectives to categorize.

		K	C	A	S	E	N
1.	Determine whether Rene Descarte was a better philosopher than he was a mathematician.	___	___	___	___	___	___
2.	Describe your feelings about freedom.	___	___	___	___	___	___
3.	Given a list of sentences, select the verb in each sentence.	___	___	___	___	___	___
4.	Write the Spanish word for work.	___	___	___	___	___	___
5.	State the definition of entropy in your own words.	___	___	___	___	___	___
6.	Teach the concept of Zebec to the class.	___	___	___	___	___	___
7.	Inspect the school cafeteria and prescribe the vermin eradication measures that are necessary.	___	___	___	___	___	___
8.	Given a list of stories, categorize them as fiction, biography, etc.	___	___	___	___	___	___
9.	Build a model which represents love.	___	___	___	___	___	___

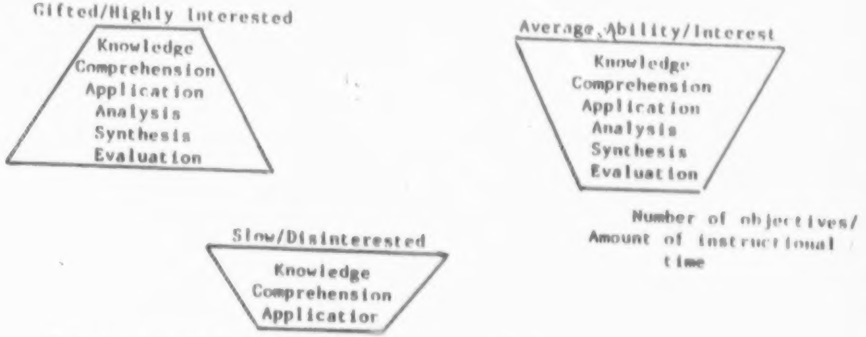
Remember, back at the beginning of this booklet we said that you would learn to have fun and to share the things you were interested in with others. OK, now that you know Bloom's Taxonomy here is a way that you can go about it.

Using Bloom's Taxonomy

Students with different levels of ability and interest will probably respond differentially when different levels of questions are presented. Gifted, bright and/or highly interested students, in a given content area, are more capable of processing and dealing with analysis, synthesis, and evaluation level questions than their less able or less interested counterparts.

ANSWERS: 1-E, 2-S, 3-K, 4-K, 5-A, 6-A, 7-AN, 8-AN, 9-S.

Obviously all students should be expected to be able to answer basic objectives in any content area but the higher level students (in terms of ability and interest) should not be restricted to questions at this level. This is illustrated below:



It is generally assumed that the taxonomy is hierarchical, that is the student must be able to perform at the lower level prior to proceeding to higher levels. This is true for contents where the students do not possess any knowledge, but these contents are few and far between. In most cases you can assume that more able and more interested students will have more knowledge and experience with the content than other students and therefore you can expect these students to enter the content at initially higher levels.

To share your interests with others, you can create Bloom's units. In Appendix 1 of this booklet, you will find a list of different objectives at each level in the Taxonomy. In some cases the objectives are stated in question form, either approach being acceptable. Appendix 1 also provides a verb list which should facilitate writing objectives. Appendix 2 provides a list of products which can be used in the creating of Bloom's units. Students should always be asked to develop a product as a result of interacting with the material, however, as you will readily recognize, writing a paper is only one option.

Appendix three contains four example learning units which have been developed based on Bloom's Taxonomy. Units 1 & 2 are centers without content. This kind of center basically presents a series of questions or objectives based on the Taxonomy. The student is free to choose within the objective set which one or ones he/she will work with. Units 3 & 4 are centers developed around an article or book or series thereof. Unit 4, The Swamp Rabbit, has the article included as an example.

Developing Learning Centers

Remember not all students read or process information as well as you do. Toward this end the following are provided as suggestions for learning center development.

Prepare directions for the students (insure that the students can function independently using the center).

a. Make the directions clear and legible.
b. Use terminology familiar to students.
c. Use audio-visual aids to help students understand directions, if necessary.
d. Include enough organizational information to enable students to work independently.
e. Include examples of tasks to be accomplished, when appropriate.
f. Include the objectives and/or purpose of the center.
    1. Clearly state the objectives--help student be more purposeful, better organized, better able to determine when they have reached the objective. It is inperative that the students know what they are to do and under what conditions and standards, if conditions and standards are to be imposed.
    2. Tell the students that they may choose among the objectives offered this promotes individualization, interest, and motivation. They can do as many or as few as you will allow.
g. Include information about evaluation, the students should be able to correct their own answers for knowledge and comprehension levels.

Writing Bloom's Centers

The following give some brief ideas for formating/packaging in Bloom's units you have created. You should remember that the more interesting and exciting the unit looks the more likely you are to entice others to explore what you have written.

1. Centers without content
    a. Determine what the content is to be -- should be related to a content taught in your school.
    b. Determine the kinds of behaviors which you wish the students to have as alternatives at each level. (See verb list)
    c. Determine the kinds of products which the students should develop for each objective, products produced should be of a kind that are sharable with other students. (See product list)
    d. Determine if center is to be part of a larger center or if it is to stand alone. If yes, then format according to the format of the larger center.
    e. Identify creative formats for packaging center.
        1. Determine size
        2. In a folder? More creative format, e.g., in a small trash can, or shoe, etc.
        3. A folder with pockets?
        4. Reference card?
        5. Self-checking card for knowledge and comprehension? Red acetate pocket?

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        6. Bibliography? In a pocket?
        7. Task cards? On a ring? Cut in different shapes?
        8. Backboard?
        9. Are pictures available to illustrate folder or backboard?
        10. In a note book with other centers?
        11. Identifier tab, if designed for file drawer?
        12. Insure that formats are self checking and self evaluating where possible.
    f. Indicate whether or not a contract is necessary and the form that it should take, if it is required.

2. Centers developed around articles or other text content.
    a. Items A-F from number 1.
    b. Determine if the knowledge and comprehension items will be drawn from content beyond the text, e.g., define words using a dictionary.
    c. Determine format for knowledge and comprehension questions.
    d. Determine how many objectives at each level are appropriate for the amount of content.
    e. Look carefully at the relationship between text and picture so that both can be tied to questions or objectives.
    f. Determine how the article(s) will be bound
        1. Rubber tape
        2. Stapled
        3. Spiral bound
        4. Glue and edge
        5. With or without cover page
    g. Determine how article will be packaged once bound
        1. In folder
        2. In spiral or 3-ring notebook
        3. In pocket or backboard
    h. Determine packaging if article is one of several for the center.
    i. Determine how task cards or objectives how ever formatted will be related to the article(s).
    j. If the article has pictures, posters, maps, other graphics which you wish to emphasize:
        1. Examine graphic and isolate those things which would be focal stimuli for objectives.
        2. Read text (if any) for possible objective ideas.
        3. Determine if focal stimuli can be used for objectives at several levels.
        4. Write questions (objectives) about the entire graphic.
        5. Consider asking global questions about the graphic which are related but not necessarily drawn directly from it, e.g., a question about the perfectly exceptable to have the student do research which goes beyond the visual.
        6. Determine the kinds of knowledge and comprehension questions which can be asked. Determine if you can make these self-checking.

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7. Look at creative ways of formulating the graphic
   a. Rolled and laminated
   b. On a fold up backboard
   c. On a window shade
   d. in a picture frame (multiple graphics in a poster display rack.)
   e. As a scroll
   f. On poster board
   g. On a slide (for a slide projector)

3. Decorating the Center.
   a. Magazine pictures on front and back or inside
   b. Drawings on front and back or inside
   c. Cut up wrapping paper
   d. Curiosity provoking statements
   e. Color contrasts
   f. Real photos
   g. Back-board
   h. Tasks (objectives) on cards cut to illustrate the center, e.g., dinosaur shaped for dinosaur center.

Appendix I
Knowledge

Verbs	Example Questions/Objectives
Define Draw	Define the term family Draw on the chalkboard, the reproductive organs of a flower. What did the book say about ________.
Repeat Record Recall Recite Recognize	Can you recall what the author said about? Recite the Gettysburg Address. Which of these tools (hold up several) is a cresant wrench?
Write Memorize list Name Relate Choose	List the bones in the leg. What is the name of this object (hold up object)? Who invented the ________. Choose between these two blocks, the one which is larger.
Find	Find the location of Paris on the map at the front of the room.
Arrange(in learned order)	Can you arrange the parts of the skeleton in the correct order?
Label Select Match Omit Underline Quote	Can you label the parts of the diagram? Select the verb in this sentence. Underline the noun in the sentence. Can you quote what the book says on this matter?
Say Touch Identify	Can you say the Spanish word for work? Can you identify the verb in this sentence? (give sentence)
Hold Check Rehearse Affirm Associate Copy Group Indicate Point out Locate	Point out the location of your nose. Will you locate the 40th meridian on the globe at the front of the room?
Pickup Point Enumerate Reproduce Distinguish Acquire	Can you distinguish between _____and_______?

Example Questions/Objectives

What is the capital of Kentucky?
Name the major Indian tribes in Oklahoma in 1840.
What two types of reasoning are used in the study of mathematics?
What is the algebraic symbolization of the pythagorean theorem?
How many states are there in the United States?
How does a plant get water?
What are the three important rules to follow in using the comma?
What is the proper form for writing a friendly letter?
Who is the author of Make Way for Ducklings?
How do you determine the miles per gallon a car is getting?
What name is commonly given to the idea expressed by $a + b = b + a$ in mathematics?
List the main characters and their roles in The Hobbit?
What is a synapse?
What is free verse?
What is an isotope?
What state grows the most lettuce?
How do you spell Mississippi?
What steps does one follow in directing a bill through congress?
To what classification does the silk moth belong?
What are the three criteria by which we can assess the quality of a television program?
What are the basic steps in organizing a term paper?

Comprehension

Verbs	Example Questions/Objectives
Classify	Classify these plants into broad leaf or narrow leaf varieties.
Compare	Compare the books (listbooks) and tell why they are similar and different.
Contrast	Contrast the meter of the poems (supply poems).
Describe	Describe the reaction which you get when you mix vineagar and soda.
Discuss	Discuss the feelings that Huck Finn had when his father locked him in the room.
Interpret	Interpret the results of the experiment we just performed.
Translate	Translate this definition (give definition) into your own words.
Change	
Reword	Reword this statement (supply statement) so that it is correct.
Revise	
Qualify	

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Application

Verbs	Example Questions/Objectives
Apply	Apply the formula to this problem and tell me the correct answer.
Calculate	Calculate the answer using the appropriate procedure.
Complete	Can you complete the statement?
Demonstrate	Demonstrate how you would skin a hog.
Illustrate	Illustrate the neural network which is presented on the slide.
Practice	
Solve	Solve the following problems.
Use	Use formal logic in developing your answer.
Employ	
Dramatize	Can you dramatize the interaction which took place between the two men?
Show	Show me how to set the microscope.
Operate	Operate the band saw, using appropriate safety techniques.
Exhibit	
Adopt	
Try	
Manipulate	Manipulate the microscope controls to set the magnification at 100X.
Mobilize	
Devote	
Handle	
Wield	
Put to use	
Exploit	
Put in action	
Exert	
Consume	
Take up	
Capitalize	
Construct (follow diagram)	
Teach	Teach the concept of _____ to the class.
Paint	Paint a picture of the fruit in the bowl.
Sketch	Sketch a diagram of the muscles in the human hand.
Interview	Interview your team mate on the following topic (indicate topic).
Record	
Simulate	Simulate the behavior of a __________.
Classify	Classify these fossils into groups based on skelatal type.

Analysis

Analyze	Analyze the solution in the test to be and determine its chemical composition.
Classify	Classify the samples of soil, using a ph test, into acid, alkaline and neutral soils.
Discuss	What was the author's purpose, bias, or prejudice?

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Verbs	Example Questions/Objectives
Divide Explain	What must you know for that to be true?
Infer	Infer which of the components is mal-functioning given the following input (give input).
Inspect	Inspect the food processing facility and prescribe the vermin eradication measures necessary.
Separate	Separate the main from the subsidary characters in the book.
Sort	Sort these vegetables according to ___________.
Differentiate	Which are facts and which are opinions?
Experiment	
Compare	Compare (list similarities and differences) the two characters in _________.
Contrast	Contrast (list differences) the two methods.
Scrutinize Probe	
Investigate	Investigate the relationship between plant growth and fertilizer application.
Discover	Discover what is missing in this diagram.
Inquire	
Detect	Can you detect the power shift using a ______ on this piece of equipment.
Examine	Examine this specimen and classify it based on its attributes.
Survey	
Dissect	Dissect the frog and illustrate what you find.
Simplify	Simplify this mathematical statement.
Search Survey Deduce	
Breakdown	Breakdown the solution into it component parts using a centrifuge.
Advertise	
Categorize	Categorize the stories into fiction, biography, etc.
Catalogue Correlate	
Diagnose	Diagnose the fault in ________.
Divide	Divide this expression into its component parts.
Isolate	Isolate the critical incident in the chapter which changed the way the character viewed world.

Verbs	Example Questions/Objectives
Measure	Measure the impact of the statement on your classmates. Are the author's conclusions substantiated by evidence? How did Indian families, in Oklahoma, circa 1840, divide the daily work? Which of the statements in the proof are not properly supported? What is the theme that recurs throughout this musical arrangement? Study the diagram and given information. What information is fact and what must be proved? Which section of the orchestra essentially carried the theme in the last piece? What have we assumed to be true if we accept these conclusions? What generalization is the author making about the people of Western Europe? Which of the statements in the report are irrelevant to the author's conclusions? Which of the propoganda techniques given by the author apply to this advertisement? How is the judge's sentence related to the defendent's wrong-doing? From our discussion of human behavior, what are two basic assumptions we must accept regarding people? Does the data support the hypothesis that women are not treated equally? What do you think was the artist's reason for painting this picture? "Some people are more equal than others." Describe the process by which the individual who voiced this phrase arrived at his conclusion.
	SYNTHESIS
Arrange(new way)	Arrange the components into a new model.
Combine	Combine these two ideas into a metaphor.
Construct	Construct a model which illustrates the way in which the process works.
Create	Create a story which illustrates your viewpoint or the subject.
Design	Design the alternative method to ______.
Develop	Develop an alternative way to doing ______.
Generalize	Generalize this concept (provide concept) to other situations.
Organize	Organize these ideas into a meaningful structure.
Plan	Present a plan to do _________.
Predict	Predict the outcome(s) based on the information which has been developed in ______.

Prepare
Compose
Propose
Produce
Invent
Formulate
Assemble (new way)
Build
Set up
Originate
Contrive
Concoct
Systematize

Blend
Reorganize

Make
Generate

Evolve
Constitute
Breed
Compile

Make up
Form
Imagine

Extrapolate
Hypothize

Prepare a new approach to ________.
Compose a (music, art, etc.) piece.
Propose a new method by which ________.
Produce a product.
Invent something which will ________.
Formulate a new procedure which will ________.
Assemble the data, in a new way.
Build a model which represents ________.

What would you do if ________?

Systematize the information according to your own internal representatives of ________.

Reorganize the information to support your viewpoint or argument.
Make a ________ to ________.
Generate a (poem, product, etc.) using the ________.

Compile a review of the literature on ________.

If no one else knew, how could you find out?

What recommentations would you make to improve the air pollution problem in large cities?
What would an Indian family (Oklahoma, circa 1840) need to do to move?
How would you plan to teach a unit on geometric construction?
What would the world be like if we had no no unique mathematical operations?
What would be the most important questions to ask in determining a solution to this problem?
How could the story have ended differently?
How many different uses of the coat hanger, other than hanging clothes, can you name?
Can you devise a set of rules for the first group of settlers on the moon?
Based on our study of the development of the African counties, what predictions can you make about the political future of Tanzania?

How might the days or seasons differ if the earth was in the shape of a pyramid with a square base? Assume that the earth revolves on its own axis and rotates around the sun.
How can you best communicate your feelings about freedom?
How can we get community support for a peer drug counseling program?
From our experiments with plants and different types of soil, what statement can we formulate regarding plant growth?
Drawing on your experiences in school, how do people view education in this country?

Evaluation

Verbs

Appraise
Assess
Critique

Estimate

Evaluate
Grade
Judge

Rank
Recommend
Test

Decide

Compare
Revise
Conclude

Select

Criticize
Measure

Prioritize
Weight
Accept
Reject
Determine
Referee
Umpire
Arbitrate
Decree
Rule on
Award

Example Questions/Objectives

Appraise the value of ________.
Assess the viability of ________.
Critique the article, based on the teacher checklist.
Estimate the results of taking the course of action.
Evaluate the merits of ________.
Grade the level of quality of ________.
Judge, based on internal criteria, the worth of ________.
Rank the merits of ________.

Test, using the experimental method, the hypothesis of ________.
Which of the books would you consider of greatest value?

Conclude whether or not the hypothesis should be rejected.
Select the best ________ based on internal/external criteria.

Which policy will result in the greatest good for the greatest number?

For what reason would you favor ________?

Determine the merits of the arguments.

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Verbs

Censure
Settle
Edit
Adjudge
Debate
Editorialize

Example Questions/Objectives

Based on the criteria of effectiveness and and economy of time, effort, and money, what would be the best solution to the middle east conflict?

What are the good and bad aspects of being a member of a normadic group?

Was Rene Descartes a better philosopher than a mathematician?

Is the construction of this geometric figure an accurate representation of the given information?

Which of the three pictures has the best color combination?

What conclusion can be justified in the selection read?

Is this the most appropriate art form to depict the subject?

What best justifies the action taken by the countries presently being studied?

Was this event accurately reported by the correspondent?

Indicate in what ways this is a beautiful poem?

According to the stated situation, which is the most appropriate move that man could take?

What do you think could happen if the Berlin Wall were torn down and the barriers were removed?

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Appendix 2
Products

The following are illustrative of products which the students can be asked to develop. You should try always to have students develop some product as the result of doing a Bloom's objective.

1. a letter
2. a lesson
3. advertisement
4. annotated bibliography
5. art gallery
6. block picture story
7. collage
8. collection
9. collection w/illustration
10. chart
11. choral reading
12. comic strip
13. cooked concoction
14. crosscut diagram
15. crossword puzzle
16. debate
17. demonstration
18. detailed illustration
19. diorama
20. display
21. editorial
22. essay
23. experiment
24. fact file
25. fairy tale
26. family tree
27. filmstrip
28. flip book
29. game
30. glossary
31. graph
32. hidden picture
33. illustrated story
34. jigsaw puzzle
35. labeled diagram
36. large scale drawing
37. learning center
38. letter to the editor
39. map
40. map w/legend
41. mini-center
42. mobile
43. mural
44. museum exhibit
45. model
46. oral report
47. pamphlet
48. photo essay
49. pictures
50. pictures dictionary
51. picture story for children
52. poem
53. porta-center
54. poster
55. project cube
56. puppet
57. puppet show
58. rebus story
59. riddles
60. scavenger hunt
61. science fiction story
62. scrap
63. sculpture (clay, wire, junk)
64. seek and find
65. skit
66. small scale drawing
67. song
68. songs (collection)
69. stencil
70. story
71. street map
72. survey
73. tape
74. terrarium
75. text book
76. time line
77. transparency for an overhead projector
78. travelogue
79. TV news report
80. video tape
81. vocabulary list
82. worksheet
83. written report

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Appendix 3
4 Units Without Content

These units were developed by Pat Jaynes (1982) as part of an introductory course in gifted education at Oklahoma State University.

Wild Birds in Our Area

Knowledge: Make a list of birds you already know. Study the field guides so you know how to use them. Use the maps to identify birds of this region and familiarize yourself with species you will find here.

Comprehension: Explain the maps. Discuss the localities different species live in.

Application: Take several field trips with an experienced birder or with a local Audubon Society member or group. Identify as many as you can. Keep a list of those you see and be able to describe the habitat group (lakes, ponds, city parks, salt marshes, etc.)

Analysis: Write an article for the school paper or the local Audubon Society's newsletter telling about your field trip.

Synthesis: Develop a plan for making an area attractive to birds. Make a bird house for a specific species (bluebird, martin, wood duck, wren). Put it up in the most appropriate, inviting place. Do planting for wild birds. Set-up a feeding station.

Evaluation: Decide whether or not persons in the local community should increase their efforts to attract and feed birds.

Current Humor in the U.S.A.

Knowledge: Make a list of political issues (gun control, taxation, defense spending are examples) and current values (marriage, ERA, child-rearing, working women, changing sex roles, TV are examples.)

Comprehension: Discuss in a written paper or a poster the pros and cons of five issues or values you have chosen (3 of each). Present both sides of the controversial topic.

Application: Collect cartoons, political cartoons from the editorial pages of newspapers or comic strips. Arrange them to illustrate the topics you have chosen. Make them into a cartoon book or make transparencies to share with others.

Analysis: Tell what you've found about the techniques the cartoonists use (sarcasm, irony, caricature, etc.). You might have to additional research on elements of humor. Discuss in writing, or on tape, what you think makes certain cartoons funny to you, to others.

Synthesis: Do a series of cartoons of your own to illustrate two chosen topics. Make some that illustrate both sides of the argument. Submit your favorites to your school newspaper or your local paper.

Evaluation: Make a list of criteria for judging cartoons. Judge the ones you have. Support or dispute the stand taken by the cartoonist.

Appendix 4
Units with Content: Corals and The Swamp Rabbit

Knowledge and Comprehension Questions
Exploring Australia's Coral Jungle
Work Sheet
(Developed by Kay S. Bull, 1984)

Suggested Readings: MacLeish, K. Exploring Australia's Coral Jungle. National Geographic, 1973, 143(6), 743-778.

Taylor, V. & Taylor, R. Australia's Great Barrier Reef, National Geographic, 1973, 143(6), 728-742.

1. What is a Bommie? ______________________________

2. Define the following:
   a. Gorgoneion ______________________________
   ____
   b. Mollusk ______________________________
   ____
   c. Aquarists ______________________________
   ____
   d. Hydroids ______________________________

3. Identify the greatest geographic feature on the earth build by an animal.
____

4. Why does the reef system end in the south at Lady Elliot Island? ______
____

5. List five habitat requirements of coral. ______________
____

6. List the dangerous poisonous animals that are in the article. ________
____
____

7. List 5 night feeders which live in the coral reef. ______________
____

8. Why is the crown of thorns starfish called a spiked scourge? ________
____

9. What is the difference between a soft coral and a regular coral? ______
____

10. Explain why you could not make a 1:1000 scale model of the Great Barrier Reef. ______________________________
____

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Exploring Australia's Coral Jungle
Answer Sheet

1. A coral head

2. a. Representing the head of a gorgon, especially medusa; something that looks like this.
   b. In invertebrate in a shell which at least partially encloses a soft unsegmented body with gills, mantle and foot.
   c. People who keep aquaria or fish tanks
   d. that form of hydrozian which is asexual and grows into branching colonies by budding.

3. he Great Barrier Reef

4. water temperature drops below 68 degrees F.

5. 68 degrees farenheit water, light, salinity, nutrient and oxygen content.

6. sea snake, stone fish, scorpion fish, cone shell, sea anemones, box kellyfish.

7. stingrays, mollusks, crabs, starfish, coral

8. it eats coral

9. the soft coral does not have a limestone extoskeleton

10. because at this scale the model would cover 800 square miles.

Exploring Australia's Coral
Higher Level Questions

(AN) What was the attitude of the author toward collectors of specimens? What makes you think so? Cite specific examples.

(AP) Make a chart showing the different shapes of coral. (Provide at least 10 examples.)

(E) Why would cleaner wrasse be able to change from female to male? Make a speech about the biological necessity of this behavior.

(S) Imagine that you were a crown of thorns starfish. You have been asked to defend your kind in a public forum, a nationally televised panel show, where newsmen will question you. To prepare for this you need to have practice dealing with possible questions. Prepare your briefing book.

(AN) Compare man to fish in terms of locomotion, habitat, diet, etc.

(AN) Why did the Great Barrier Reef develop? Where did it? Develop a slide show or film strip to support your analysis.

(AP) Construct a model of a coral reef.

(E) Julie Booth lived by herself on the coral reef. Examine the pro's and con's of such an existance. Write a propogandistic speech which is designed to either have people live by themselves or vice versa.

(S) Imagine that you were a 3 inch high aquaperson who lived on a coral reef. Describe your life in a poem.

(S) Look at the various kinds of coral. Draw a montage of the various corals to show how you feel when you are happy.

23

Swamp Rabbit

Reference: The Swamp Rabbit, by James McCain, Oklahoma Outdoors, 1957
(Developed by Kay S. Bull, 1984)

1. What has reduced the range of the swamp rabbit? ________________
____

2. Describe how a box trap works. ________________
____

3. Define the following:
   a. Leached ________________
   ____
   b. Splayed ________________
   ____
   c. Sedge ________________
   ____
   d. Bramble ________________
   ____

4. How would male swamp rabbits mark off their territory? ________________
____

5. Why would a swamp rabbit build its nest on the high ground? ________________
____

6. How large does a swamp rabbit grow to be? ________________
____

7. How do biologists make population counts of swamp rabbits? ________________
____

8. How can you tell the difference between the track of the swamp rabbit and the track of a cottontail? ________________
____

9. How long is it, approximately, from the time a swamp rabbit is born until it is on its own? ________________
____

10. Why is the swamp rabbit formally named sylvilagus aquaticus? ________________
____

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Swamp Rabbit
Answer Sheet

1. Dams, agriculture, the Bulldozer, man

2. Rabbit enters the box, pulls at the bait and the door shuts.

3. a. To have soluble constituents removed by percolation
   b. To spread out, expanded or extended.
   c. Any of various rushlike or grasslike plants consisting of the cyperaceous genus.
   d. Any rough prickly shrub, as the dog rose.

4. Beating the ground with their hind feet, thus creating a rapid humming noise.

5. To keep it from being flooded.

6. Six pounds

7. Look for and count number of droppings.

8. The swamp rabbit track will be larger with slightly splayed toes and large toenails.

9. About 30 days.

10. Genus-sylvilagus; species - aquaticus or water

Swamp Rabbit
Higher Level Questions

(AP) Draw a map of the swamp rabbit habitat in Oklahoma, during the 1930's.

(S) Describe being harvested with a green stick as if you were a swamp rabbit. Write a song about it.

(AP) Build a box trap capable of trapping a six pound swamp rabbit.

(S) Write a play about swamp rabbits. You may use Watership Down as a model if desired.

(A) Analyse topographical and topological maps of your area. On a country map indicate the most likely swamp rabbit habitat.

(A) Draw a set of pictures showing the differences between swamp rabbits and cottontails. Create a display of pictures and text which could be used for an informative poster session.

(E) Evaluate the remaining range of the Oklahoma swamp rabbit. Project, based on current economic predictions, the range of the swamp rabbit in 2025 A.D.

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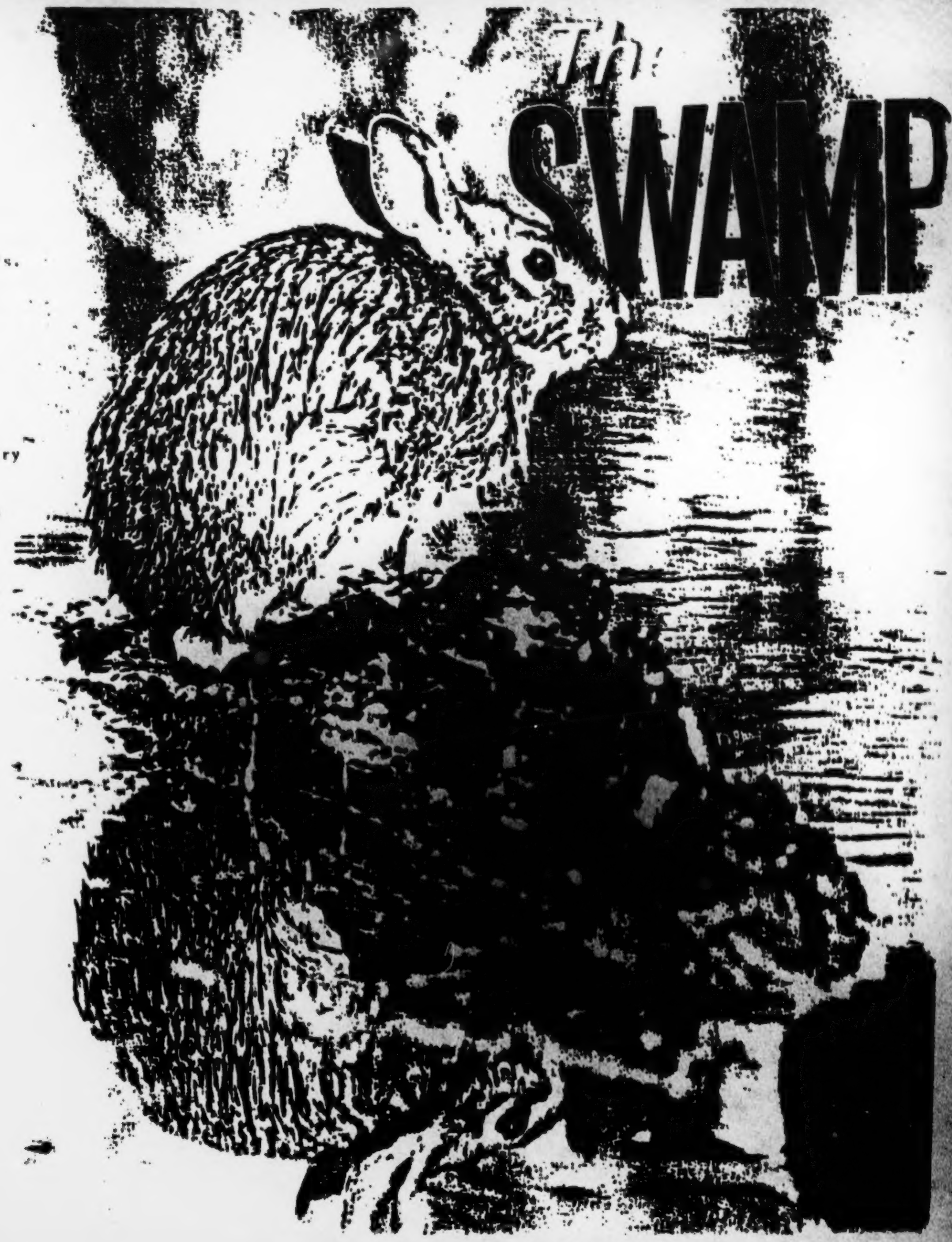

RABBIT

BY JAMES McCAIN
WILDLIFE BIOLOGIST
PHOTOS BY CLIFF KING

Sacrifice to Progress

SWAMP RABBITS once occupied a range in Oklahoma that reached from the fertile valleys along the Washita River in the west to the Arkansas state boundary in the east.

Erratic routes that free - flowing rivers took across the state created vast acres of prime swamp rabbit range. The behavior of these rivers could not be tolerated by some men. Means of taming them began.

In this modern civilization, man's capacity for making rapid changes in the environment is evident everywhere. Construction of dams make mild, slow-moving streams out of once free-running rivers. Fertile soils that had built up in overflow areas were reclaimed for agriculture, thus bringing about extensive changes in land use that took its toll of wildlife . . . especially swamp rabbits.

Here was an animal that could cope with its unrelenting natural predators and the seasonal pressure of beagles and hunters. Still, it was no match for the bulldozer. Bramble patches, sedge fields and cane breaks gave way to soybean fields and improved pastures.

This story involves a species of wildlife that is directly in the path of progress. Man's constant desire to change has started the extinction process that undoubtedly will spell the demise of one of the finest game animals ever to perplex a hunter in Oklahoma.

Back when the depression of the 1930's hovered over the state, the then-plentiful swamper played an important role. Pursuit of this rabbit by hunters became an enjoyable and inexpensive pastime. There were several methods of capture employed back then.

One involved the use of a fast "cur" dog and a forked green stick. The fast dog, most often a silent trailer, surprised the rabbit and forced him to seek the safety of the nearest burrow. Once located, the rabbit could be pulled out by means of the forked stick twisted in his fur.

Sometimes the swamp rabbit took refuge in a hollow log, and the more zealous (or famished) of his human pursuers would use a cross-cut saw to sufficiently shorten his wooden refuge. A green hickory stick made a good probe to locate the rabbit so the hunter didn't saw him in half or cut the deadwood too far away from him.

A young swamp rabbit emerges from his nest to start a perilous journey through life. His kind can successfully cope with hunting pressure and predators, but not with the habitat-destroying drainage ditch and bulldozer.

The method that probably resulted in the harvest of more swamp rabbits than any other during the lean years was a simply constructed box trap. Baited with a food attractive to the swamper, the box trap was often placed in rabbit runs and feeding areas during the winter.

At one time, Oklahoma provided a wide variety of swamp rabbit range across its forested landscape. The range extended from the cottonwood-dominated Washita River bottoms south and eastward to the giant cypress swamps along the Mountain Fork.

The Kiamichi Mountain area in the southeast provided only limited range for the swamper, even back during the animal's prosperous years. The bottomland soils were leached, poorly drained and relatively infertile. These lands were cleared and cultivated for a short period of time, then allowed to return to hardwood cover.

A large wooded section of rolling uplands extending from the Kansas state line to Texas produced prime swamper habitat along its streams. Fertile soils created havens for this animal on the north side of the winding river valleys.

A smaller range occurred in south-central Oklahoma where irregular areas of lowland hardwood afforded swamp rabbit environment. A low population of these rabbits still occupies the southern part of this range.

A network of rivers that drained the northeast created another fine area for swampers. Most of the run-off moved to the Arkansas River where wide valleys of hardwoods became the predominant vegetation. Early inhabitants found ready uses for this excellent timber, and the resulting cut-over lands further proliferated the rabbit.

The last stronghold of the swamper in Oklahoma was the coastal plain drained by the Red River. An abundance of marsh type plants were produced by the heavy clay soils, mild climate and annual rainfall of approximately 55 inches.

The swamper's range in central Oklahoma was limited to the narrow woody streams that carried rainfall from the prairie.

In his element, the swamp rabbit is like all of Nature's creatures . . . a unique wonder to behold. He has his own peculiarities and standards, not the least of which is the territorial and courtship behavior.

In Spring, when the length of day increases, strange lyrics begin to ride the sound waves in swamper country. Males usually announce their ownership of territory by beating the ground with their hind feet, thus creating a rapid thumping noise.

The same stimulus that prods the male lures the female to new activities. She will join the male in making feinting dashes, high jumping and "facing off", all the while emitting a high-pitched squeaking noise.

This activity may start as early as January, although the reproduction pattern of swamp rabbits in Oklahoma does not generally conform to patterns studied in more northern ranges. In some populations in our state, reproduction has occurred throughout the year.

This does not guarantee a good population, however. When a rapid, violent change in habitat occurs, the swamper population is thrown into a prolonged stressed condition, and entire litters may be lost before they are even born.

Most studies on this mammal have revealed very few nests, but those discovered have had similar locations. Nests are constructed on railroad fills, stump mounds and naturally elevated ground. Sites probably are selected to avoid flood waters that frequently invaded the range.

The nest is usually a mound of vegetation built above ground and approximately 12 to 15 inches long. There is often a slight depression in the middle. Nest material consists of surrounding vegetation, commonly broomsedge, and the depression is lined with fur pulled from the rabbit's throat and stomach.

It is too bad that the swamper requires a habitat associated with untamed rivers, areas where the stream channel shifts and large pools of shallow water are left after each heavy rain.

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As farming and ranching developed into an intensified agricultural practice, demand became heavy for the marginal lands along the capricious rivers and creeks. It is in these lands and their borders that much of our upland game, not just the swamp rabbit, is produced.

When marginal land is brought into domestic crop production, the land values and tax structures seldom allow the area to revert back to its original state.

One of these agricultural practices now being applied to our decreasing swamper range is the construction of drainage ditches. These get rid of trapped surface waters that do not drain well through the heavy clays. Once the water is controlled, timbered areas are cleared and tame pastures take over.

Out of these and other endeavors to modify the natural drainage in this country for man's food and population needs, we are surely losing one of our most unique upland game species. The swamper is the sacrifice in his own particular area.

He will most certainly be missed . . . by the grizzled hounds that he led in merry circles through the scent-covering shallows . . . by the young fellow with his first shotgun who stares in disbelief at the "giant cottontail" swimming across a channel with all the skill of a raccoon or mink.

We still have a few isolated pockets of swamp rabbits in Oklahoma, and anyone who follows the beagles is doing himself an injustice by not trying for them, just once. Hunting pressure isn't going to hurt the swamper. It's the bulldozer, drainage ditch and dam that will eventually exterminate the species.

When one becomes closely associated with a creature of interest over an extended period of time, its destiny has a great significance. The route which the swamp rabbit has been forced to take disturbs our wildlife biologists.

The encroachment of modern agricultural practices on the habitat has reached a dangerous plateau. The swamper's existence hangs in the balance.

The alarm has been sounded, but will the echo be heard? ●

WILDLIFE PORTRAIT

THE SWAMP RABBIT

OUR MOST FAMILIAR RABBIT, The cottontail, has a close relative we don't know quite as much about. It's the swamp rabbit (Sylvilagus aquaticus), a rodent that inhabits lowland swamps and riverbottoms from east Texas and southern Oklahoma to Georgia. In Oklahoma, swamp rabbits are most likely to be found in southeast McCurtain County and swampy areas along the Arkansas River.

The swamp rabbit is not too difficult to distinguish from the cottontail if you give it a second look. It's larger (up to six pounds), has larger ears and darker, shorter fur. The tail is white underneath, but it is slender and very different from the round puff of white that gives the cottontail its name.

Another major difference between the two species is habitat preference. Don't look for the swamper in shrubby second growth, old fields or suburban backyards, the favorite haunts of our upland-oriented cottontail. The swamp rabbit is more likely to be found in mature woods, especially in swampy areas where patches of water are interspersed with ridges of higher ground. However, cottontails may be found in such areas as well.

One good way to tell if you are in swamp rabbit territory is to look for the droppings they characteristically leave on top of stumps, logs or other elevated spots. This habit is so predictable with swampers that some biologists have used the number of such sites in an area to help make population estimates. Studies indicate one individual may use several specific stumps, logs, or other elevated sites regularly.

THE TRACK OF THE SWAMPER is large, and the imprint of the slightly splayed toes and large toenails are distinctive. Also, the swamp rabbit often chooses to walk rather than hop. This is almost unique among rabbits and leaves an unmistakable trail, especially notable in mud or snow.

Like all rabbits, the swamper is a vegetarian. It eats herbaceous plants, especially sedge grasses, but less grass than the cottontail. In winter the diet consists primarily of bark, twigs and the seedlings or roots of perennial herbs.

Swamp rabbits are not often found far from water, a certain indication of how their common name was derived. They are willing swimmers. Water is a favorite refuge from pursuing enemies, and may also be used to dampen the effects of the oppressive summer heat.

The swamp rabbit may use a stream for backtracking, or it may try to escape a pursuing dog by diving. Sometimes a harried swamper is discovered hiding under an overhanging bank, submerged except for eyes and nose. This bunny seems to have no aversion to getting wet, even in the coldest weather. A casual swim to a small island merely for a look around is not unusual, though it may bring a "double-take" from any person seeing it.

Swamp rabbits are much like cottontails in their behavior, except that they are more vocal. Five different calls can be heard. Either sex may "squeak" at the other. A female who is being followed persistently by a romantic male may "chirp" softly.

The "alert call" is a loud, throaty, two-syllable sound which gets the attention of every other rabbit in the vicinity. The rabbit giving it stands on his hind legs, and all rabbits hearing it pass it along in the same manner. A loud "scream" is reserved for times of utmost distress, such as when the rabbit has been grabbed by a predator. This is a sound most often reproduced by commercial predator calls for attracting foxes, bobcats and coyotes.

MATING IS PRECEDED by lively courtship behavior involving mad dashes and dispersal of scent, accompanied by assorted leaps by both doe and buck. Fights between bucks occur at this time, but usually results in little more than the loss of some fur.

Mating activity is highest in February and March, though it may continue until September. Some of the rabbits that breed late may be young does born early the same season. The young are born about 40 days after mating, usually two to four in a litter and already covered with hair. In two or three days, their eyes open and the young rabbits start taking their first, tentative steps. They will remain in the area of the nest for a few more days, then will disperse to feed on their own.

A swamp rabbit nest is usually built on the ground. It may be concealed by thick weeds or the edge of a brushpile or may be hidden under a fallen branch or log. It is not elaborate . . . maybe only a few weeds pulled around the edge of a slight depression . . . but it is made comfortable with a soft lining of fur pulled from the mother's belly.

The female spends two or three days building her nest. During this time, males start courting her again. After about forty-five minutes in the nest giving birth, she may mate again immediately and, if this is the case, will probably have another litter in early summer. ●

Creating a learning contract

a) A contract is usually defined as a "binding agreement between two or more persons or parties based on an offer (by the first party) and an acceptance (of that offer by the second party). That is, without agreement between the parties there can be no contract

b) Start with a statement of the problem or need
   1) Statement (in paragraph form) should contain sufficient information so that all terminal objectives (what you want to have done when you finish) can easily be drawn from it.
   2) Should contain enough information so that the critical evaluation criteria can be easily deduced.
   3) All key words, (for library research) which will be included in the final report outline, should be included:
   4) If experimental, the conditions under which the experiment will take place should be included.
   5) Should, in the mind of the learner, clearly state, "What is the question I want an answer to?"

c) State terminal objective(s): What is the outcome or final product to be?
   1) The terminal objective names or labels each desired outcome and includes the criteria by which it will be evaluated.
   2) The learner should propose the evaluation criteria for success.
   3) The same or separate criteria can be used for grading, if grading is considered desirable.
   4) Terminal objectives should included a measure of how much learning of work should take place (measured in time or effort).
   5) Should include stipulation of who product(s) will be shared with, e.g., analysis of appropriateness of audience.

d) Enabling objective(s): objective(s) that must be accomplished before you can reach the terminal objective
   1) Acquisition of resources (material or informational)
      a) cost
      b) probable locations
      c) how do I go about looking
      d) alternative sources
   2) organization of resources
   3) strategies to be employed, e.g., morphological analysis, value engineering, PERT, etc.
   4) intermediate level products, e.g., a literature review prior to determining the exact type of experiment to be conducted.

e) The plan of a data based contract involves asking and answering six specific process questions and testing their adequacy against criteria as follows:
   1. What is the question you want to get an answer to?
      With the criteria of adequacy being:
      a. Is it a question worth asking?
      b. Is it a question you really care about?
      c. Is it a question that is answerable by data or some other means?
      d. Is the question clear and understandable to others?
   2. What data are required to answer this question?
      With the criteria of adequacy being:
      a. Have subquestions requiring different kinds of data been identified?
      b. Are you clear about the data required to answer this particular question and no other?
      c. Are these data available to you within your limitations of time, money, etc?
   3. What are the sources of the required data?
      With the criteria of adequacy being:
      a. Are the sources feasible for you, i.e., within your reach and competence?
      b. Are the sources reliable and authentic repositories of the particular data you require?
      c. Are the requirements for data from primary verses secondary sources clearly delineated?
   4. What means will be used to collect the data?
      With the criteria of adequacy being:
      a. Are these the most efficient and effective means for collecting these particular data from these sources?
      b. Are the means within your competence to use, or do you need further training for them?
      c. Will these means produce reliable and valid data?
      d. Will they produce data that will answer the question you are asking?
   5. How will the data be analyzed so as to answer the question you are asking?
      With the criteria of adequacy being:
      a. Are the methods of analysis within your competence to use, or do you require further training for them?
      b. Will these methods produce a clear and significant answer to the specific question raised?
      c. Are these the most efficient and relevant methods of analysis for the data provided and the question posed?
   6. How will the answer to the question be presented?
      a. Will the answer be clearly supported by the data?
      b. Is this form of presentation the most efficient and understandable possible?

f) Example products by area within Bloom's Taxomony (Note products may move between levels depending on the objectives of the learner)
   1. knowledge and comprehension
      a) diagram
      b) model
      c) lesson
      d) annotated bibliography
      e) collage
      f) detailed illustration
      g) fact file
      h) glossary
      i) labeled diagram
      j) picture dictionary

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k) rebus story
l) vocabulary list

2) Application
a) diary
b) collection
c) puzzle
d) photographs
e) map
f) diorama
g) scrap book
h) mobile
i) illustration
j) block picture story
k) demonstration
l) experiment
m) learning center
n) phamplet
o) poster
p) terrarium
q) video tape
r) cronicle
s) journal

3) Analysis
a) graph
b) survey
c) questionaire
d) commercial
e) report
f) chart
g) crossword puzzle
h) family tree
i) hidden picture
j) photo essay
k) time line

4) Synthesis
a) story
b) poem
c) play
d) pantomime
e) song
f) cartoon
g) advertisement
h) structure
i) invention
j) magazine
k) recipe
l) radio/TV show
m) new game
n) puppet show
o) choral reading
p) comic strip
q) fairy tale
r) flip book

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s) mural
t) textbook
u) travelogue
v) simulation game
w) paradigm
x) theory

5) Evaluation
a) recommendation letter
b) court trial
c) survey
d) conclusion
e) self-evaluation
f) editorial
g) essay
h) letter to the editor
i) value rating scale

g) Kinds of evaluation criteria for different types of products or performances
1) adequacy
2) relevancy
3) appropriateness
4) useful
5) coordinatedness
6) readable
7) understandable
8) clarity
9) concise
10) specific
11) unique
12) creative
13) innovative
14) comprehensive
15) logical
16) specifically for art*
a) unity
b) line
c) shape
d) value
e) volume
f) form
g) texture
h) color
i) contrast
j) harmony
17) specifically for drama
a) conflict
b) action
c) universal concern
d) dialogue
e) structure
18) Voiced product
a) articulation
b) projection
c) phrasing
d) pronunciation

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*16-20 from creative products scale, Detroit Public Schools

        - e) range
        - f) tone
        - g) inflection
        - h) volume
        - i) clarity

    - 19) characterization
        - a) believability
        - b) concentration/consistency
        - c) stage presence
        - d) sincerity
        - e) freshness
        - f) uniqueness
        - g) creativity
        - h) excitement
        - i) emotion
        - j) spontaneity
        - k) confidence

    - 20) Delivery (stage)
        - a) eye contact
        - b) gestures
        - c) use of pause
        - d) emphasis
        - e) facial-expression
        - f) sincerity
        - g) poise
        - h) posture
        - i) emotional appeal

- h) General plans for a contract
    - 1) Contracts should be related to the objectives/goals of the course
    - 2) Contracts should be made only in areas where the student wants to contract
    - 3) Where appropriate, use peer review of first draft contracts. Questions you might ask peers are:
        - a) Are the learning objectives clear, understandable, and realistic, and do they describe what you propose to learn?
        - b) Can they think of other objectives you might consider?
        - c) Do the learning strategies and resources seem reasonable, appropriate, and efficient?
        - d) Can they think of other resources and strategies you might consider?
        - e) Does the product seem relevant to the various objectives, and would it be appropriate to them?
        - f) Can they suggest other products you might consider?
        - g) Are the criteria and means for evaluating the product clear, relevant, and appropriate?
        - h) Can they think of other ways to evaluate the product that you might consider?

- i) A typical contract might include
    - 1) Student's name
    - 2) Date
    - 3) Contract title
    - 4) Time line
    - 5) Evaluation criteria

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    - 6) Day and time for conferences
    - 7) Teacher's name
    - 8) Grade level
    - 9) Terminal objectives
    - 10) Methods of completing tasks
    - 11) Date for completing contract
    - 12) Student and teacher signature
    - 13) Enabling objectives
    - 14) Problem statement
    - 15) Proposed audience
    - 16) Grading criteria

Thursday, October 10
10:20 - 11:20 a.m.

REVITALIZING RURAL AMERICA: SOS LEARNING NETWORKS

Sam Quick, Martha Nall, Robert Flashman

Proceedings

National Rural Teacher Education Conference
Bellingham, Washington

1985

REVITALIZING RURAL AMERICA: SOS LEARNING NETWORKS

Sam Quick, Martha Nall, Robert Flashman

We are creatures of habit. As educators we have habitaully drawn a clear line between institutionalized, credit learning and informal, non-credit learning. While this division may have been functional in the past, it currently appears to be causing more problems than it solves.

It is important for quality control purposes that teachers be properly accredited. But the satisfactory completion of a certain set of courses may not be an adequate criterion on which to base certification. One of the problems with such an accreditation process is that it largely excludes the potentially important role of informal systems of learning.

Wouldn't it be nice if formalized educational institutions became far more efficient in meansuring the specific competencies that cluster together to form the occupational skills desired when employers advertise for a computer programmer, salesperson or high school teacher? Our emphasis could then be placed on learning itself and skill acquisition rather than on completing a given sequence of formalized, school-based educational preparation.

Why is it particularly important at this time that we begin seriously questioning the assumptions that seem to artificially divide formal and informal learning? There are numerous reasons; a few include:

- Economic hard times, the farm crisis and cutbacks in federal funding are clear signs that we must increasingly strive for the best possible use of _all_ resources.
- Computer technology and video capability have encouraged the line between formal and informal education to become blurred. We can only expect this to increase in the future.
- The need for lifelong, often out-of-school learning has become widespread and is predicted to accelerate. Our traditional, formal institutions of learning will only be able to shoulder a part of this increasing demand for education. An interface with informal learning systems is one way to help meet the expanding demand for education.

With these thoughts as an introduction, let's move on to the concept of SOS Learning Networks and their role in rivitalizing rural America. We will briefly outline what SOS Learning Networks are, how they function and the

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The authors are all Cooperative Extension Service Specialists with the University of Kentucky.

benefits that result. Thus far, Learning Networks have only been used in informal, community-based settings. However, as we present the simple SOSCN model, the principles it is based upon and the success it has yielded, ask yourself questions such as the following:

Why couldn't the same model be used within the domain of formal education? Would it work in your school system? How about in the typical rural high school with non-high school community members participating? As a similar model once flourished as the "free university," could not Learning Networks operate as a vital part of the college or university learning experience, particularly if we developed sophisticated systems of competency testing whose criteria would be actual learning versus so much emphasis on completing specified educational sequences? In a nutshell, would not both formal and informal systems of learning be enriched if a blending of the two were allowed and encouraged?

What Is An SOS Learning Network?

An SOS Learning Network is a community-owned, primarily volunteer-run, informal learning and development program. It is a model of community learning whose time has come. A Learning Network is based on the following simple concepts:

a. We are all learners and we are all teachers.

b. We often learn best when we share with others.

c. Sharing ourselves is one of the keys to creative community development.

d. We grow as we share ourselves.

SOS Learning Networks are also forums for meeting community needs and a mechanism for joining together persons who have common interests. Learning Networks involve grassroots people in decision making and give them a measure of control over their own lives.

SOS stands for Sharing Our Selves. An SOS Learning Network is built upon identified community needs and interests. It is based on the understanding that every individual, regardless of formal academic credentials, has skills, knowledge, talents and/or experience worth sharing.

The learning activities are built around almost any interest: Home Landscaping, Cheesemaking, Beginning Guitar, CPR, Creative Writing, Computer Programming, Picture Framing, Getting Drunk Drivers Off Our Roads, the Lauback Method of Teaching Adults to Read, Tuneups for Sick Cars and a Preschool Parents' Social Hour. Forums for examining issues and concerns facing community life such as zone changes, special needs of the elderly and challenging drug abuse are encouraged. Learning Networks also help launch community ventures such as Food Cooperatives, Farmers Markets and Day Care Cooperatives.

The Learning Networks are established with a simple technique of needs assessment that simultaneously identifies pertinent resources. Representatives of community groups and other interested individuals are given a blank sheet of paper on which to record their name, address, phone number, and a list of three subjects they would like to study. On the back of the paper, they list one or more subjects that they know well enough to teach or share with others.

Typically, a significant overlap exists in what people want to learn and what they are competent to teach. Thus, an impressive array of learning-exchange possibilities is accumulated by this simple assessment technique. The entire procedure is based on the understanding that essentially every individual--regardless of formal academic credentials--has skills, knowledge, talents, or experience worth sharing with others.

After community interests are identified and learning activities and volunteer sharers have been selected, a catalogue of activities is developed and distributed inviting everyone to register and participate. Teachers may or may not have degrees. Meetings are held in free space in churches, schools during "off hours," libraries, parks, homes, banks, and so forth. Then a simple evaluation is conducted and preparations are begun for the next semester's activities. There are usually two semesters of course activities each year.

The results of an independently conducted statewide Kentucky telephone survey (n=661), carried out as part of the SOS Learning Network research project indicates that 45% of the general population are willing to share their ideas, knowledge, talents and hobbies with interested others in an informal educational setting. When this 45% was looked at more closely, it was found that race, home ownership and geographic area did not affect people's willingness to share skills with others. Those living in rural areas (50%) were more interested than those living in non-rural areas (43%). However the rural/non-rural difference was not statistically significant. Sex, age and marital status significantly affected responses. Males (51%) were more interested in sharing skills than females (40%). Persons between ages 20-40 (61%) were most likely to be willing to share skills and persons over 65 least likely (28%). Separated and single persons fall into the category of most likely (59%) to share skills with others, with widows and widowers (23%) being the least likely to share their skills.

When the 45% of the population who were willing to share their skills were asked if they would do it free, 97% said yes. Taken as a whole, this research indicates that a large portion of the general population is willing to altruistically share of themselves in areas where they have both the interest and capability.

This same survey showed that 64% of those randomly interviewed would be interested in attending a free, informal, educational program where people share their skills and hobbies.

An additional factor was studied, the factor of empowerment, which refers to the generation of a positive sense of control over one's life. In a statewide evaluation of participants in existing SOS Learning Networks, approximately 45% said they had developed more control over their lives as a direct result of their participation in a Learning Network. This ability to create a feeling of empowerment has repeatedly emerged as an important ingredient in the success of Kentucky's system of Learning Networks, and is seen as an important key in the educational revitalization of rural America.

Since an SOS Learning Network is a free community learning program, it becomes a magnet for attracting expressions of enthusiasm and gestures of altruism such as donations of expertise, materials, and free newspaper, radio and TV advertisements. Reflecting this spirit of giving, the goals of an SOS Learning Network are: to strengthen families; to help individuals of all ages and backgrounds share and develop their skills and ideas; to encourage a sense of self-sufficiency, self-worth and identity with community; and to awaken the "can do" spirit. Currently there are some 20 Kentucky Learning Networks operating in primarily rural communities.

Last year 11,205 participants enrolled in 474 courses, with many courses involving 3 to 6 consecutive sessions. In addition to documented attitude and behavior changes, using the very conservative figure of $15/course typically charged for community education courses, it could be suggested that SOSLN participants saved $168,075. Volunteer time totaled over 5,000 hours.

A Real Life Example

A county home economics agent with the Kentucky Cooperative Extension Service described one community's response to the formation of a Learning Network:

At our first steering committee meeting, the eight members of the committee planned and developed a program in about four hours. Within a week, volunteer teachers had been secured for 32 classes, and all but one of the course descriptions were ready for publication. The local newspaper devoted one edition to the Learning Network, and free copies were sent to every household in the county. In addition, the newspaper provided extra copies for our use, which were distributed to public places, put up in store windows, etc.

The local radio station ran free announcements of the program every day, 10 times per day, until the day of registration. On the day of registration, they broadcast a reminder every 30 minutes that this was the day to register for classes.

By 7:15 a.m. on registration day, lines of people had formed outside the Extension Office door, waiting for the office's 8:00 a.m. opening. All told, over 800 persons were registered for courses. Not wanting to say no to people who wanted to register for classes which were already filled, the committee set up additional classes. Teachers were more than willing to schedule additional classes, often feeling it was an honor to have so many people wanting to take their course.

Community Education: Limitations Of Existing Models

Numerous educational programs that fall under the general category of "Community Education" have been reviewed. Though most of the programs were strong in many respects, five areas of relative weakness were found to be common across the majority of the models reviewed:

(1) The potential for co-sponsorship among various community groups and agencies was poorly realized.

(2) There appeared to be a relatively low level of clientele involvement in the initial and ongoing operation of the community education program.

(3) The cost to the participant of a non-credit course of short duration was often sufficiently high (e.g., $30) to prohibit or discourage participation by certain segments of the population.

(4) The programs often appeared to be built around a newly created and costly administrative superstructure with substantial overhead.

(5) The scope of activities falling under the banner of community education was generally somewhat limited.

The SOS Learning Network model overcomes all five of these limitations. Specifically:

(1) The program is designed to strongly encourage multiple co-sponsorship and involvement by a variety of community groups and agencies.

(2) Initial and ongoing clientele involvement is maximized by extensive volunteer participation. This is accomplished in part by relying on a representative and well-balanced local steering committee and in part by seeking out capable, non-paid, volunteer teachers.

(3) The cost to participants is free. In certain courses, however, small materials or activity fees are charged.

(4) The administrative vehicle for the implementation of the model is the Cooperative Extension Service--an established nationwide public agency specializing in informal community education.

(5) The scope of SOS Learning Network activity exceeds that of traditional community education programs. For instance, it encourages public forums and debates on issues facing the community such as maintaining a downtown neighborhood. The model is also designed to put individuals with similar concerns in touch with each other to work together toward a common goal, e.g., the establishment of a day care center.

The Cooperative Extension Service

The Cooperative Extension Service, which developed and nurtured Kentucky's Learning Networks, serves as a model for sponsoring a system of Learning Networks. The Service, established in 1914, is a university-linked organization that carries on diverse out-of-school education programs in all 3,000 U.S. counties.

The Extension System includes a vast network of grass-roots support. Nationally, an estimated 2 million people volunteer each year to supplement the efforts of CES professionals.

Although the SOSLN Model was developed in the context of the Cooperative Service, and although the programs are sponsored by the Cooperative Extension Service, the basic idea has been around for a long time--perhaps far back into the history of early mankind. We believe that this timelessness of freely sharing one's knowledge and skills can play a timely and vital role in our creative response to the current educational needs of rural America.

Dr. Marilyn Kay Johnson
Thursday, Oct. 10
10:20 - 11:20 AM

VII PROPOSAL ABSTRACT

Title: A Primer on Distance Education

"Distance Education" is the accepted generic term for a broad range of educational practices around the world which are characterized by a separation of teacher from learner and a reliance upon technology for bridging that distance. Over the years, Alaska has ventured into various models for Distance Education which have attempted to unite advanced technology with a new pedagogy to meet the existing special education certification needs. This effort included a three year federally supported pilot project. When the project began the instructors were naive about the difference in presentation and organization that differentiated Distance Education efforts from the already familiar traditional delivery of graduate programs. The life of the project paralleled the emergence of the bulk of literature on Distance Education. The literature now reveals that many of the problems as well as some of the solutions were simliar to what colleagues in other nations found in developing Distance Education programs that work for both teachers and learners.

Distance Education remains a challenge for the future in Alaska. The potential of Distance Education utilizing telecommunication instruction for the specific purpose of teacher training where the objectives must go beyond the development of a knowledge base and into the realm of learning application is relatively unexplored. The pilot project was successful in developing a model that offered training -- not just courses; quality graduate education -- not just credits. It taught the instructors a new way of teaching that was not only beneficial in Distance Education but has also had a positive effect in on-campus education. It offered a population of students the chance to practice professional motivation and to become self-directed learners; actively involved in their own education.

The Alaska project and the international experiences of the presenter in addition to a careful review of the literature (research) concerned with teacher education Distance Education models in the United States and developing nations form the foundation of this presentation. The presentation will:

1. Develop an understanding of the basic concepts associated with the field of Distance Education.
2. Review a grid which compares research findings in pedagogy and technology with recommended practices in Distance Education.
3. Discuss content in special education teacher training which best fits Distance Education.
4. Exchange practices for successfully uniting advanced technology and appropriate pedagogy.

Lynne Ammu
Thursday, Oct. 10 10:20 - 11:20 a.m.

A MODEL FOR COOPERATIVE FIELD DELIVERED PRESERVICE TRAINING

A description of the joint efforts of the University of Alaska-Fairbanks and Kuskokwim Community College will explain how teacher training is being offered in one rural region of Alaska.

Information on the two programs involved will provide some background and indications of transferability. Although the distances and transportation requirements are extreme and the numbers served low, the melding of technology and staff dedication and expertise demonstrate an approach that could be adapted for other rural populations and circumstances.

To provide training to students residing in rural Alaska the University of Alaska/Fairbanks offers a state-wide program. Although the Cross-Cultural Development Program (X-CED) developed as a Teacher Corps Project to make available all the courses required for a B.Ed., increased demand and limited resources has necessitated a narrower focus. Consequently, the X-CED Program now concentrates on offering only upper division courses relying on the community college and rural education programs to prepare students for transfer. The requirements and course offerings of the Department of Education-Fairbanks are exactly the same for on and off-campus students. However, logistics necessitate radically different delivery systems.

Off-campus UAF students remain in their home villages, where the majority are teacher aides in the local schools, parents, and involved community members. Rather than meeting regularly with their instructors they receive instruction through a variety of delivery modes. A faculty member lives in the regional center and travels to those villages with enrolled students where tutorial sessions are held for all courses. In addition each of the seven faculty teaches one or two courses per semester state-wide through the mail, audio-conferences, video and audio tapes, and infrequent student meetings.

Kuskokwim Community College (KuCC) is located in Bethel and provides post-secondary educational services to the residents of the Yukon-Kuskokwim Delta with course offerings both on-campus and in most of the 51 villages spread throughout an area of approximately 100,000 sq. miles. Although KuCC instructors tend not to travel as extensively as the UAF field faculty, more regular use is made of available technology to reach students. The community college also hires local instructors in individual sites to offer select courses.

Within the Yukon-Kuskokwim Region the relationship that has developed between KuCC and the Coastal-Delta X-CED Program assures that students are counseled into and provided with the necessary courses to maintain steady progress toward their A.A. and then transfer into the X-CED Program to complete the B.Ed.

Information regarding long-range planning and examples of the delivery process will be shared with those attending. Questions and discussion will be encouraged.

Vincent Nuccio
Thursday, Oct. 10
10:20 - 11:20 a.m.

ABSTRACT

Topic: How an urban university can assist in the preparation of rural administration

Presentor: Vincent C. Nuccio, Coordinator, Professional School Administrator Program, Boston College

Time: Thursday, October 10, at 10:20-11:20 a.m.

Session: Collaborative Efforts for Rural In-Service

The focus of the presentation will be the description of two innovative administrative training programs which have included practicing administrators from rural school systems in New England. The delivery systems used in the two programs have allowed full-time rural administrators an opportunity to participate in urban university-sponsored programs which have been designed to meet their current needs.

One program, a collaborative effort with the State Educational Agency, involves a series of Management Training Workshops for Special Education Administrators. The second program to be discussed is the Professional School Administrator Program (PSAP) at Boston College. This doctoral level program is an alternative way of delivering on-campus instruction to full-time experienced school administrators from all over New England. PSAP represents a departure from the conventional design of late afternoon or evening classes and the year of on-campus residency.

Thursday, October 10
10:20 - 11:20 a.m.

REGIONAL SITES OF THE CENTER FOR EXCELLENCE IN EDUCATION

by

David M. Whorton
Director, Professional Programs
Center for Excellence in Education
Northern Arizona University

October 10, 1985

A presentation to the National Rural Teacher Education Conference at Western Washington University, Bellingham. Sponsored by the National Rural Development Institute, the American Association of State Colleges and Universities, and the American Association of Colleges for Teacher Education.

Schools in rural areas are often without educational services which might be available to those in urban areas. Opportunities for career development through graduate level courses are frequently unavailable to small, isolated schools. Often rural schools are in need of educational services such as surveys, consulting, preparation for accreditation evaluations, etc. This is particularly a problem in states where great distances separate schools from universities, such as in Arizona.

In an effort to satisfy the demand for educational services and to assist in improving rural schools, the Center for Excellence in Education at Northern Arizona University established a Division of Educational Services and a Division of Field Based Programs. The two divisions work together through regional offices. Presently, there are seven sites, each with a coordinator. Appendix A shows the location of these offices and the field based programs currently in operation. It is expected that regional offices will be added in other locations within the next year.

The operation of the regional offices has been compared to the functioning of the Agricultural Extension Services provided by land grant universities. The regional offices assess the needs of schools and educators in their area and arrange through the campus offices delivery of programs and services.

The coordinator for each regional office is responsible for the administration of the office and coordination for all programs within the region. The coordinator is also responsible for assisting in obtaining new classes and programs. Other duties and responsibilities include, but are not limited to, conducting research in the areas of school effectiveness, promoting faculty exchange programs, and coordinating supervision of student teachers. (See Appendix B.)

Funds for operating the regional offices come from the Center for Excellence in Education, an administrative unit within Northern Arizona University. The Center was created in 1984 by action of the Arizona Board of Regents and funded by an appropriation through a decision package by the Arizona Legislature. The Center subsumed the operations of the College of Education and all its programs. Additionally, the Center was charged with the establishment of services to schools, the improvement of on-campus interdisciplinary education programs and development of a new teacher training curriculum.

The decision package mechanism is a procedure by which any of the state's three universities may gain additional funds over and above the continuation budget of the university. Decision package proposals are generated by various administrative units on campus. Central administration selects the decision packages it will support and recommends then to the Arizona Board of Regents. The Regents further select those packages they will support and recommends them to the Education and Appropriations Committees of the Legislature. Finally, approved packages are funded. Once funded, the decision package becomes part of the university's continuation budget.

This Spring, 1985, a decision package for funding the offices of the Center's regional sites was funded for $700,000. This provided for the establishment of the initial seven regional offices. Directors and secretaries were employed and office space was leased, often in community college facilities.

An orientation of the Regional Site Directors was conducted this summer and the offices began functioning this fall.

Prior to the creation of the regional offices, Northern Arizona University had offered masters and doctoral programs at field sites. In the academic year 1984-85, even before the formation of the regional offices, the enrollment in the Center for Excellence in Education field-based programs increased 62%. This fall, that enrollment increased another 56%. The services supplied through the Division of Field Based Programs and Educational Services are summarized in Appendix C.

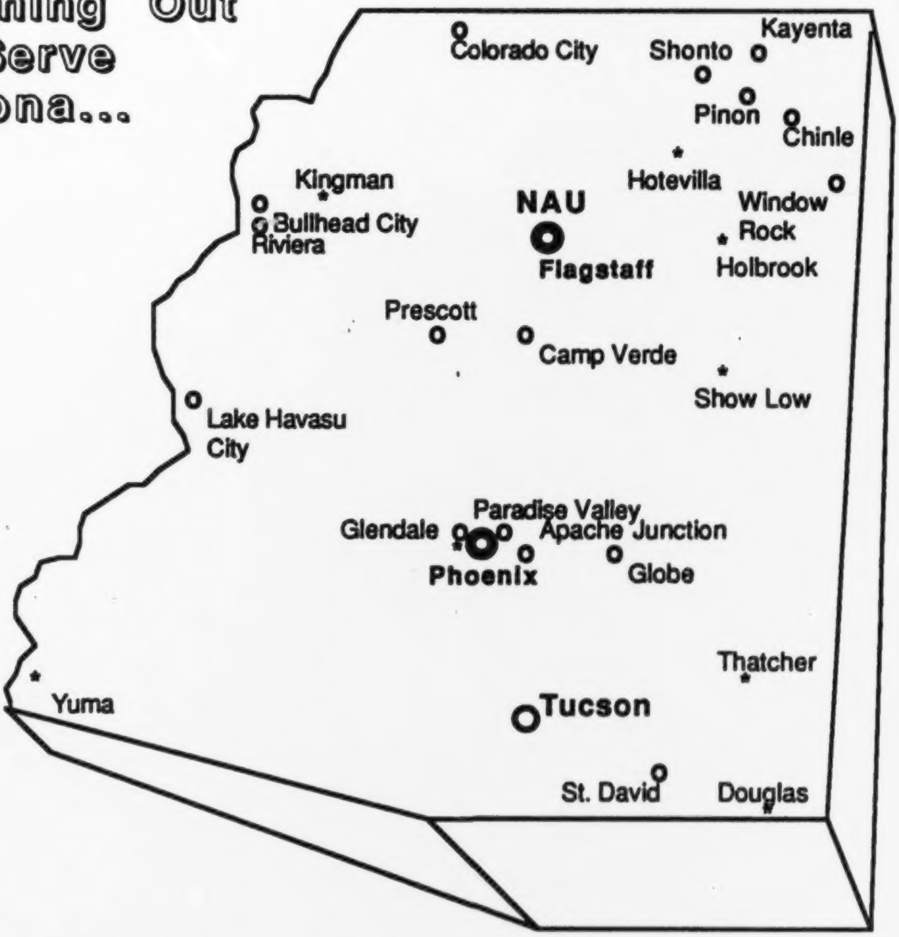
It is expected that the creation of the regional offices will greatly accelerate the services provided to schools across the state and cause field-based enrollment to continue its dramatic increase. To handle such increase, the Center plans to expand the use of carefully selected adjunct faculty. Additionally, as funding permits, interactive instructional television systems will be established. This would reduce faculty travel, however, would still be expensive.

The application of distance learning principles based upon the Open University (England) model seems to be the best approach for the delivery of educational services to the rural areas of Arizona. That approach will be modified by having faculty members in close personal contact with students while some coursework is delivered via television.

This is an exciting time in education for the rural areas of Arizona. For the first time, coursework and services are being delivered to the doorstep of professionals in the field.

The Center for Excellence in Education
Northern Arizona University

Reaching Out
To Serve
Arizona...


Colorado City
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NAU
Flagstaff
Prescott
Camp Verde
Show Low
Lake Havasu City
Paradise Valley
Glendale
Apache Junction
Phoenix
Globe
Thatcher
Yuma
Tucson
St. David
Douglas

* -- Field-Base Office Locations
o -- Extension Course Locations

APPENDIX B

NORTHERN ARIZONA UNIVERSITY

Center for Excellence in Education

Field Based Programs

SITE COORDINATOR RESPONSIBILITIES

1. Represent NAU/CEE/Continuing Education in every way.
2. Coordinate (and know about) all NAU services and programs.
3. Know CEE Field Based Programs office procedures.
4. Develop office at each site.
5. Develop public relations program.
6. Plan for training seminar at NAU in August.
7. Coordinate with other agencies - Districts, Counties, State, other.
8. Recruit students to field based programs.
9. Assist on-going classes.
10. Develop new classes.
11. Sign-off by LEA superintendent on courses. (Form to be provided.)
12. Coordinate and assist Ray VerVelde with programs.
13. Find sites and rooms for classes and programs.
14. Provide general advisement to students.
15. Coordinate faculty (regular and adjunct) selection, assignment, evaluation.
16. Identify master teachers - keep file.
17. Recommend faculty exchange programs - LEA-IHE (district-NAU).
18. Recommend improvements for "Distance" education programs, such as telecommunication.
19. Know and recruit students to NAU/CEE.
20. Coordinate (and supervise?) student teachers.
21. Assist in developing teacher centers.
22. Assist in college career days.
23. OTHER.

APPENDIX C

Division of Educational Services

Accomplishments and Activities 1984-1985

1. Improved Arizona's Educational System

1.1 Conducted a statewide survey of educational services needs. Determined major school-based research needs in the area of assessing program effectiveness in all curriculum areas and the two main staff development topics were identified as teacher effectiveness training and computer education classroom applications.

1.2 Eight school districts have been assisted in their accreditation self-study and school-improvement processes.

1.3 Eighteen school districts were provided a variety of other services including staff development, surveys conducted, personnel evaluation, etc.

1.4 Twelve different projects have been planned with other school districts for Fall 1985 implementation.

1.5 Two major teacher improvement projects are being coordinated with other NAU colleges/schools.

1.6 Teacher's College International is coordinated with the Center's Division of Research.

1.7 Assisted in developing an evaluation system for Arizona's Block Grant Monies. To be implemented during the 1985-1986 school year.

1.8 Organized and sponsored eight off-campus courses to serve specific needs of school districts.

1.9 Organized and sponsored ten different educational conferences.

1.10 Continued sponsorship and publication of the Excellence in Teaching Journal.

1.11 Initiated publication of the Intercom, as the Center's in-house newsletter.

1.12 Prepared numerous brochures to promote the Center's programs and mission.

1.13 Arranged numerous student recruitment activities at community colleges.

1.14 Assisted in the planning and implementation of High School Senior Day.

1.15 The recommendations from the Center and University Advisory Councils were incorporated into this Division's educational improvement activities.

2. **Improved the Center's Programs and Services**

2.1 Disseminated numerous surveys to Arizona's school districts to solicit input and identify need areas in the Center's programs.

2.2 Presented the Center and University Councils with the results of the various school surveys to facilitate NAU's development of new programs and services.

2.3 Assisted with various Center committees in the development of new programs and services.

2.4 Coordinated this Division's off-campus courses and services with the Center Council to insure quality control and that appropriate requirements were met.

2.5 Disseminated numerous informational items to Arizona's school districts to acquaint local educators with the Center's programs and services.

2.6 Maintained close coordination with the Arizona Department of Education in all areas of service to Arizona's school districts.

2.7 Acquainted local school districts with Arizona's Administrator Competencies and the knowledge and skills required in the ATPE.

2.8 Assisted in the planning and development of alternative programs.

2.9 Program services emphasized the immediate improvement of instruction in local school districts.

2.10 Recommendations from the Center, the University and State Advisory Councils were incorporated into the Division's planning and development activities.

3. Faculty Development and Education

3.1 Assisted the Center's Council in planning a comprehensive faculty development and evaluation system.

3.2 Emphasized accountability techniques for school districts to improve their personnel evaluation system.

3.3 Initiated the organization of an Arizona Superintendents' Consortium as a means to determine regional areas of need and priorities. This approach is directed at establishing a more efficient and cost effective system for school districts to share staff expertise and the Center's delivery of services to local settings.

3.4 Assisted in the planning of an Instructional Design and Educational Technology Center as a means to update the Center's programs and faculty expertise.

3.5 Coordinated the delivery of services and sponsored conferences with appropriate personnel in NAU's other colleges/schools.

3.6 Determined and recommended the staffing needs necessary for this Division to maintain quality delivery of services to schools, given the continual increase in requests for programs and services.

3.7 Facilitated Center involvement in the various conferences and seric

3.8 Maintained current knowledge of legislation affecting education so as to effectively serve local school districts.

3.9 Coordinated faculty development projects with appropriate personnel from NAU's other Colleges/Schools.

3.10 Applied the recommendations of the Center, University and State Advisory Councils in this Division's planning for faculty development and evaluation activities.

Division of Field-Based Programs

Accomplishments and Activities 1984-1985

1. Improved Arizona's Educational System

1.1 Coordinators for the Center's six new field sites were hired.

1.2 Offices of the seven field sites were established, one (Yuma) began operations in September, 1984, and the remaining six will be fully functioning in the 1985-1986 academic year.

1.3 A workshop was conducted to orient all coordinators to the student advisement process and university procedures.

1.4 An educational needs survey was conducted on the Navajo reservation.

1.5 Ten masters degree programs were provided at off-campus locations.

1.6 Three off-campus doctoral programs were continued.

1.7 Special needs classes were provided, upon request, to fifty-one different off-campus sites.

1.8 Off campus, student credit hour enrollment increased by sixty-three percent.

1.9 A quality control system to identify and place adjunct faculty was developed.

1.10 Undergraduate, compentency-based courses have been developed to serve students in rural and remote areas.

1.11 A total of three hundred forty-six student teachers were placed in thirty-six different school districts during the school semester.

1.12 Forty-two administrative interns were placed in Arizona's school districts during the school year.

1.13 The State Department of Education Administrative competencies have been incorporated into our Administrative Certification program, emphasizing closer cooperation between the schools and the university.

1.14 The newly planned Arizona Administrators Assessment Center will be directed by a faculty member from the Center for Excellence in Education.

2. Improved the Center's Programs and Services

2.1 A schedule of inservice programs was developed for all off-site coordinators.

2.2 A statewide survey of educational program needs was conducted.

2.3 A system of improved and increased counseling services to off-campus students was developed.

2.4 A process was established to service off-campus students' ATPE deficiencies.

2.5 An improved and increased student recruitment plan for off-campus programs was developed.

2.6 The new Arizona Assessment Center functions were designed for close coordination with appropriate off-campus administrator programs.

2.7 A comprehensive decision package to improve and expand off-campus programs was submitted.

2.8 Program requirements for off-campus courses had the same requirements as on-campus courses.

2.9 Appropriate off-campus course(s) and content involved instruction and/or input from faculty in the relevant discipline(s).

2.10 All off-campus courses were taught by professionally qualified and competent instructors.

2.11 Off-campus programs were developed and implemented through close coordination with the local school district and community colleges, when applicable.

2.12 Implementation of field-based programs involved input from local leaders of government, business and industry.

2.13 Off-campus programs were provided in areas where needed or unserved by other universities.

2.14 Off-campus programs were established in close coordination with the Arizona Department of Education.

2.15 A number of Native American, "capacity building programs" were provided at reservation field sites.

2.16 A plan was developed to increase the off-campus programs designed to serve Arizona's rural education needs.

2.17 Northern Arizona University has completed a set of course articulation agreements with Arizona's community colleges.

2.18 Criteria to identify exemplary schools and master teachers was applied to determine placement of student teachers and administrative interns.

2.19 An increased number of student teachers were placed in school districts outside of Flagstaff.

2.20 Recommendations of the University and State Advisory Councils were applied in the planning, development and implementation to this Division's activities.

3. Faculty Development and Evaluation

3.1 As a quality control procedure, all off-campus instructors were oriented to the same curricular and instructional responsibilities as on-campus faculty.

3.2 A systematic and accountable adjunct file and evaluation system was developed and implemented.

3.3 The adjunct faculty evaluation process applied the criteria defined in the Northern Arizona University Faculty Handbook.

3.4 Support was provided for staff participation in appropriate and selected professional activities to maintain and increase their area(s) of expertise.

3.5 Recommendations from the Center, the University and State Advisory Councils were incorporated into the long-range faculty development and evaluation plan of this Division.

Bill Peter
Thursday, Oct. 10
10:20 - 11:20 a.m.

PRESENTATION ABSTRACT

Missouri ranks fifth in the nation in the number of small/rural schools. The Missouri Center for Small Schools is dedicated to providing support for these schools. A service unit developed by faculty and administrators of The College of Education and Human Services of Central Missouri State University, the center has produced innovative programs and unique delivery systems aimed at excellence in preservice and inservice teacher education for Missouri's rural schools. The presentation will focus on (1) the general development, structure, and operations of the center, and (2) successful programs and delivery systems adoptable by other colleges and universities.

About CMSU and the Missouri Center for Small Schools:

Located in the heart of the nation's heartland, 70 miles east of Kansas City, Central Missouri State University caters to a large segment of rural Missouri. About one-fifth of its 9,000 students pursue education degrees. Last year, eighty-eight percent of its BSE and BME recipients, and ninety-two percent of those receiving degrees in school administration, accepted jobs in rural schools. More rural educators in the state have degrees from CMSU than from any other college or university.

Little over a year ago, the Missouri Center for Small Schools was initiated by a group of interested faculty. With an office, a typewriter, a director (a willing faculty member given one-half released time,) a budget of $2,500, the center opened in July of 1985. Through much cooperative effort with state and local agencies, professional organizations, university administration, individual faculty members, university departments, private businesses, private individuals, and of course, the public schools, the center has provided an impressive number, variety, and quality of services. For example, the center has generated 107 rural school inservice presentations, provided 31 on-campus workshops, organized 22 out-of-state graduate courses, and provided innumerable consultations and other services. These encompass 3,700 participations by public school teachers and administrators, representing 267 different schools.

Dennis Crawford

Thursday, October 10
10:20 - 11:20 a.m.

The Challenge of Cooperation

JANUARY 1980

A publication of the National Community Education Task Force on Extension made possible with financial assistance from the Farm Foundation, Oak Brook, Illinois and the National Community Education Association, Washington, D.C.

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Cooperation has often been mentioned as an American trademark. Much attention has been given to cooperation in small and large communities. Volunteerism, citizen participation and cooperative civic action are themes and practices which make Americans proud.

At the same time, competition has been a second theme in American culture and history. The images of the rugged individualist, hard-headed horse trading and tooth-to-the-nail competition are also mentioned with pride.

The obvious contradiction of these two conflicting themes creates an interesting challenge to community residents, educators and decision makers. The challenge is: how do you generate and maintain cooperation in the face of the competitive drive and motivation to best the other person?

Similar challenging questions face the two institutions which are the subject of this pamphlet. How do Cooperative Extension Service and community schools work together to contribute to the betterment of their communities? Also, how can these organizations cooperate in ways that contribute to more effective and efficient work? Both the Cooperative Extension Service (in name and philosophy) and community schools (at least in philosophy) prize cooperation. Yet, many of the professionals who work for each are uninformed about the other, are suspicious of the other's motives and are hesitant to cooperate.

The Challenge of Cooperation is intended to strengthen cooperative relationships between the Cooperative Extension Service and community schools. The aim is to create greater mutual awareness among the community development and community education professionals in these organizations.

Cooperative Extension

The Cooperative Extension Service is a national system of out-of-school, non-formal, adult and youth education. Programs of the Cooperative Extension Service are conducted cooperatively by the state land-grant-universities, the United States Department of Agriculture (USDA), and state and county governments. This three-way cooperative arrangement tends to create an essential equality among the three partners. Programs operate in all 50 states, plus the Virgin Islands and Guam. People and groups, from every socio-economic level, voluntarily participate in Cooperative Extension Service programs and activities as they attempt to acquire knowledge, solve problems and improve their personal situations.

Since its creation in 1914 through the Smith-Lever Act, the Cooperative Extension Service has operated under a policy of local autonomy and determination.

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Cooperative Extension Service efforts now extend to urban areas, special groups and special program emphases including community development, as well as the traditional rural-focused programs. Four general program areas are included within the educational mission: agriculture and natural resources, family and consumer sciences (or home economics), 4-H/youth development, and Community Resource Development (CRD).

The first program area focuses on agricultural production (including the small family farming system) and policies and practices related to the use and protection of natural resources. The family and consumer sciences area includes educational programs to assist families in identifying needs, making decisions and using resources to improve the quality of family living. Educational programs common to the 4-H/youth development area include those contributing to the development of youth as individuals and as responsible and productive citizens. The community resource development area focuses on educational programs to help communities make sound public decisions and to take action to achieve the goals of the community. In short, it is community development.

The land grant university or college is state headquarters for a staff of specialists in the four program areas. Traditionally, these professionals serve as a resource and information support system for county and other local Cooperative Extension Service staff.

Extension agents or advisors serve a county, city or region and are often housed in the county court house, although many are housed in other sites, including local schools. Nationwide, there are over 16,000 extension service professionals in more than 3,000 offices. In some rural counties, a single agent staffs the Extension program. More common are county offices with four or five professionals. In urban counties, the number of trained staff is much larger.

At the federal level the USDA provides a national support system with professionals in each program area. This support system provides linkages to the federal government, information and policy guidance, and special funding.

Extension service staff work with citizen groups and volunteer leaders representing all ages, both sexes, various ethnic groups, and all occupations and socio-economic levels. Since local extension service offices seldom have a great deal of space, community facilities, including schools, are often used to conduct educational programs.

Cooperative Extension Service educational programs use both local program planning groups and volunteers. In the first case, citizens meet to plan and decide upon educational programs and activities. In most cases, these groups are organized around specific program areas. Generally, extension service advisory committees are voluntary, although in some cases members are elected. Volunteers, through youth programs (4-H) and family and consumer science programs, are the resource which allow for the efficient extension of educational programs.

In short, the Cooperative Extension Service is a highly successful educational delivery system, operating at the local level with local resources. Resources from state and national levels also aid in the successful delivery of educational programs and assistance.

Community Schools

Community schools are often components of local public schools. But they differ from what we have traditionally known as "school." While a traditional school provides kindergarten through twelfth grade educational programs, the community school develops educational programs for the larger community and includes people of all ages.

The process and method used by community schools to meet the educational needs of the community is referred to as community education. Community education stresses and promotes:

- full use of public school facilities
- relevant lifelong learning opportunities for people of all ages
- citizen involvement and participation in education and in community problem-solving and decision making
- utilization of community resources in the kindergarten through twelfth grade curriculum
- cooperation and partnerships between and among the various community agencies.

The community school is a local entity and the community education program is a service geared toward and influenced by local residents. Day-to-day, programmatic leadership is usually the responsibility of a community school director, specialist, or coordinator.

Community education programs are now financed

Program focus: Community schools tend to reflect the programmatic and educational needs and wants of the local community. Programs usually depend upon explicitly stated preferences and demands. As a general rule, the programs are more diffuse than those of the Cooperative Extension Service, which tend to be fairly well developed in the four general program categories. Within these categories, local preference and demands are reflected in the non-formal efforts developed.

Funding: Funding of the Cooperative Extension Service is varied but categorical. Federal, state and local sources are utilized as well as financial aid generated through private development efforts. Community schools receive funding from a variety of sources, private and public, including federal, state and local governments. There is no regular, categorical source for all schools in every state and community.

Resources: The Cooperative Extension Service generally does not have adequate physical facilities, with the possible exception of office space. Programs often rely on the use of local and community facilities, including private homes. Community schools most often are housed in public schools or community centers, normally with sufficient space for office and programs.

Volunteers: The Cooperative Extension Service has a long-standing tradition of the use of volunteers for organizing and educating. This tradition is supported by resources and skills to effectively recruit and train volunteers. Community schools tend to use both paid and unpaid personnel for various programs and activities. With financial resources becoming more scarce, volunteers are becoming increasingly important.

Language: In general, the Cooperative Extension Service uses a language focused on program planning, policy, professionalism (at the university level), local autonomy and rural oriented problems. Community schools deal with process, community involvement, action, interagency cooperation and synergism.

Examples of Cooperation

Cooperative efforts between the Cooperative Extension Service and community education are not something new. Many successful efforts, particularly at the local level, have occurred and continue to occur on a regular basis. When examining potential arrangements, one shouldn't be limited to things tried and tested in other places. However, if you are looking for a place to start, here are a few ideas that have worked for others.

Networking: In many parts of the country, community education is a new concept, and community schools have been implemented on a pilot basis. In such cases school districts have not appointed a full-time, district-wide director of community education to provide the training and support needed by staff members. The Cooperative Extension Service, in some instances, has provided leadership to establish a supportive network for local community education programs. These networks provide vehicles for skill development, sharing resources, enhancing inter-agency cooperation, and planning for new community councils and programs. Networking efforts have generally been coordinated by area extension service agents serving multi-county areas.

Community Resource Development: Community Resource Development (CRD) is one specific program focus common to community schools and the Cooperative Extension Service. The CRD effort centers around the organization of community members to identify problems and work for successful solutions. Extension service personnel have provided leadership to assist in the development and training of community school councils. The development has involved educational programs for both community school coordinators and members of the councils.

Facilities Sharing: Some community schools provide regular office space for extension service staff. In one community, paraprofessional technicians employed in the Cooperative Extension Service Expanded Food and Nutrition Extension Program (EFNEP) use office space or urban community schools. This location provides the technicians a base of operation in the communities they serve.

In other cases, extension service units have office space available in community schools and other human resource centers on a weekly basis. This arrangement provides extension agents/advisors a point of contact where they are more easily accessible to the residents.

In-School 4-H Programs: In some communities, 4-H programs, rather than operating in schools during after-school hours, work cooperatively with teachers. In this arrangement, 4-H projects, activities and materials are coordinated with the regular curriculum of the schools.

For many students, this classroom exposure to 4-H has motivated them to become involved in additional by a variety of sources which include but are not limited to:

Local: Public school districts, recreation departments, local government, CETA, fees and tuition;
State: Legislated community education funds, state departments of education, department of youth services;
Federal: Title VIII ESEA (community schools), revenue sharing, adult basic education, Office of Aging;
Non-Public: Private donations, donations from foundations and gifts.

Community education programming through the community schools attempts to involve a broad spectrum of local citizens. Citizen input, sometimes through a council, is encouraged to ensure that the overall program and priorities are in line with identified needs and available resources. These advisory or citizens' councils are usually composed of representatives from the community. The identification of individual and community needs, the matching of available resources with the needs and the planning of specific programs are examples of council functions. In some settings, these councils have grown into problem solving groups active in the community development process.

An aim of community education is to encourage and assure the development of a more comprehensive and coordinated delivery system at the community level. When developed through the community school, this delivery system can provide for educational, social, recreational and cultural services for all the residents of a community.

Common Goals

Quite clearly, the Cooperative Extension Service and community schools have a number of features in common: The Cooperative Extension Service and community schools:

- Have similar educational missions.
- Practice education for action, problem-solving and self-help.
- Actively solicit, from local groups, input into program planning and decision making.
- Operate from locally supported institutional bases.
- Attempt to use local resources to meet locally identified problems.
- Use volunteers in the operation of the organizations and programs.
- Have trained and skilled personnel who work at the local level.
- Operate from a process orientation.

Organizational Differences

There are a number of essential differences between the Cooperative Extension Service and community schools. Some differences are large, others are minor. An awareness and sensitivity to these differences will increase the likelihood of successful cooperative action at the local level. The following list serves only to highlight some of the important differences.

Legal basis: The Cooperative Extension Service, created as a national system by federal legislation, is also supported by state laws and mandates. Community schools tend to be a matter of local option and decisions of local school administrators and boards. Although some states have enacted legislation to support community school programs, they are basically local entities.

Political base: At the local level, the political base of the Cooperative Extension Service is with the local government, through the governing body of the county. Community schools trace their political base to the local school board and the local school district. The boundaries of the county and school districts are usually distinct.

Institutional base: The Cooperative Extension Service is supported both by local government and the state's land-grant university. In most cases, a local public school district, sometimes in cooperation with another agency such as parks and recreation, sponsors a community school.

Service area: The county is the traditional service area for the Cooperative Extension Service. With the tie to the land-grant university, the state is also a legitimate service area. A school district, or in some cases, a school's attendance area, is the legitimate service area for a community school.

Educational delivery system: The delivery system of the Cooperative Extension Service is nationally, state and locally focused, involving personnel at each level. It is supported by research facilities and personnel at the land grant institution, and aided by campus and county based professional educators in direct contact with community groups. The system uses a variety of methods, including mass media, multi-media and small and large group processes. Community schools, reflecting their local orientation, have informal and irregular ties to state and national resources. The delivery system uses the resources of the local system, plus volunteers. A high degree of contact with individuals and groups exists in the local environment.

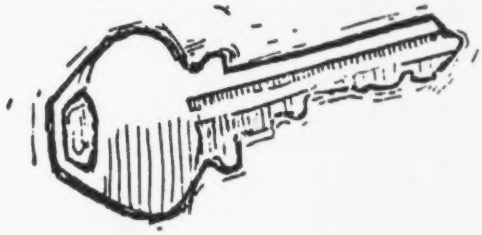
4-H programs. This partnership arrangement with the community school provides opportunities to enrich the learning of children while utilizing the resources of the Cooperative Extension Service and volunteers from the community.

Cooperative Programming: Cooperative programming nationwide has ranged from the offering of extension service education programs in the community school, to programs jointly planned and implemented by one or more agencies working with the extension service through community schools.

Community and Master Gardening: In some states, the Cooperative Extension Service has developed extensive programs related to community gardens and master gardening. Within this effort, numerous examples of cooperation between the extension service and community schools are found. In many communities the gardens are located on community school grounds, with neighborhood groups and school garden groups involved in the development and maintenance of the community gardens.

A Place to Begin

After all is said about cooperation, how do you make it happen? The key to remember is that people cooperate. Institutions or organizations don't. Therefore, for useful cooperation to occur, people must be willing and able to cooperate. The willingness to cooperate is a matter of attitude. If the individuals involved believe there is some positive value inherent to cooperation, one barrier to cooperation has been overcome. The perception of the individuals is also important. If they perceive (as well as believe) that the benefits of cooperation outweigh the costs, the chance for successful cooperation increases. Each of the parties from the Cooperative Extension Service and community schools must consider the benefits to be derived from the cooperative venture. Such benefits as additional clients, more effective and efficient programs, and delivery of services in locations closer to potential clients are prime considerations. If these are greater than the financial investment and the time and hassle involved, cooperation is more likely to occur. A key element for successful cooperation becomes the ratio between benefits and costs.



Two rules of thumb also provide a foundation for successful attempts at cooperation: 1) Move from the simple to the complex; and 2) nothing succeeds like success. If the first attempt at cooperation involves a complex needs assessment or training program involving both the Cooperative Extension Service and community schools, the chances for success can be increased if this effort is preceded by successful attempts to publicize programs or to share information.

In order for the community school professional to cooperate with a Cooperative Extension Service agent, one has to know about the other. To find out if there is an extension service program in your vicinity, use the phone book. While the exact name for extension service varies, it usually is referred to as Cooperative or Agricultural Extension Service. It may be listed under the county government or under the name of the state land grant university. Community schools can be identified in a similar manner. A call to the local school should provide access to the names of the people involved.

From this point on, a wide variety of possibilities may emerge. The initial contact can lead to the informal sharing of information, to the exchange of resources such as newsletters and training materials, and on to more complex efforts.

Because of the similar nature of the two organizations, it seems logical that cooperative ventures are possible. Examples are already plentiful. Many more exist, but are unrecognized.

Barriers to cooperation often exist. These include tradition, power, time and territory. To underestimate the effect of these barriers might be a mistake. But to overestimate them may also be a mistake.

The examples mentioned stand not only as reminders that cooperation is possible and that the barriers are not permanent. When the people involved at the local level desire to work effectively, cooperation occurs. When cooperation occurs, the community benefits . . . so do the Cooperative Extension Service and community schools.

CONCURRENT SESSIONS

THURSDAY, OCTOBER 10

11:30 A.M. - 12:30 P.M.

Gary Howard
Thursday, Oct. 10
11;30 - 12;30 p.m.

Project REACH

Awareness Presentation

Project REACH (Respecting Our Ethnic and Cultural Heritage) is a nationally validated multicultural education program presently being disseminated throughout the United States. In schools which have become REACH adoption sites, the program has proven effective in carrying the message of multiculturalism to majority and minority students alike, and in helping all students learn more about their own cultural background. The REACH professional training program has created renewed commitment on the part of teachers and a fresh perspective in the field of multicultural education. Program products which are demonstrated at the REACH awareness presentation include the following:

1. An outline of the REACH professional training program and curriculum development process for implementing multicultural education.
2. The REACH Ethnic Perspectives Series of student booklets: The Black American Experience, The Native American Experience, The Asian American Experience, and The Mexican American/ Chicano Experience (middle and high school reading level).
3. Classroom materials for implementing the four phases of the REACH curriculum: Human Relations Skills, Cultural Self Awareness, Multicultural Awareness, and Cross-Cultural Experience.
4. Two slide/tape programs presenting the Cultural Self Awareness and Cross-Cultural Experience phases of the REACH curriculum.
5. The Ethnic Awareness Survey and Social Group Survey evaluation instruments designed to assess cognitive and affective student gains in multicultural education.
6. Handouts related to the history, rationale, structure, and implementation of Project REACH, including an article by the project director published in James Banks' recent NEA book: Education for the 80's: Multiethnic Education.

NOTE: We also have available a 30-minute video cassette awareness presentation which can be loaned free of charge with 30-day advance notice.

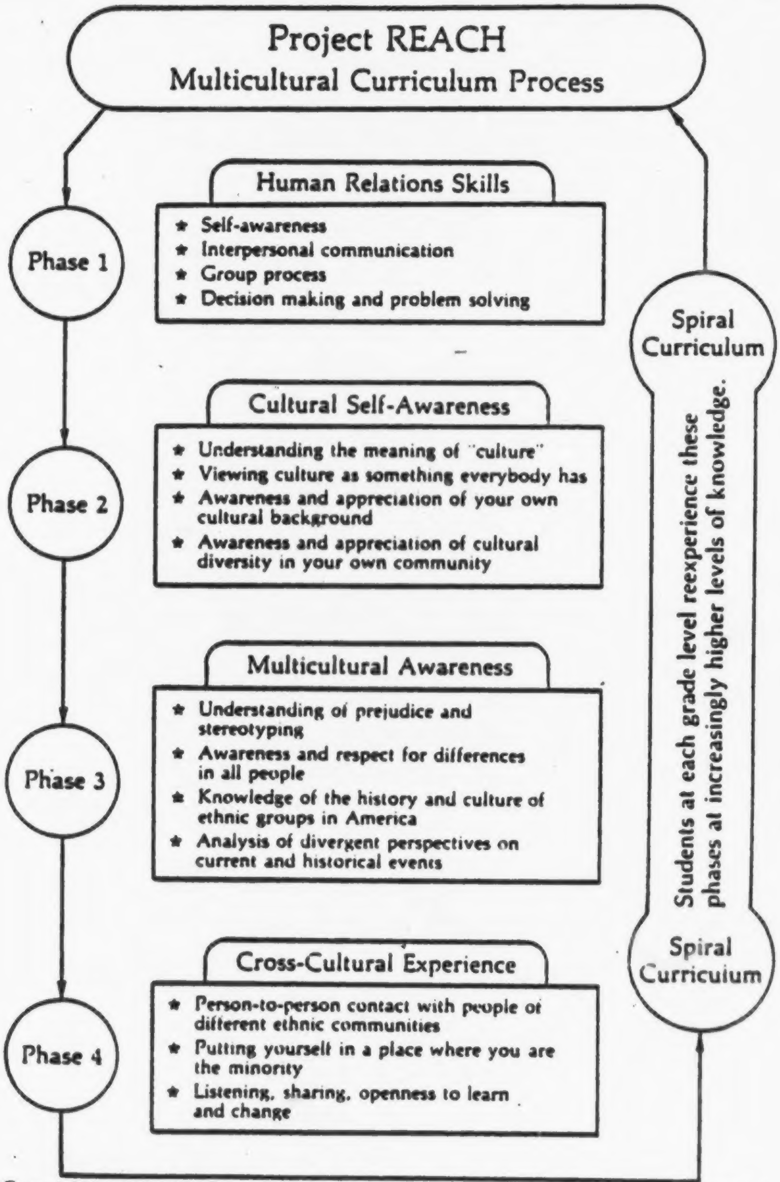
Project Director: Gary Howard
Arlington School District
600 East First
Arlington, Washington 98223
(206) 435-2156
or
(206) 435-9770

PROJECT REACH

Summary of Student Activities

PHASE	GOAL	TIME REQUIRED	ACTIVITIES
I. HUMAN RELATIONS SKILLS	To gain skills in the areas of self awareness, interpersonal relations and group dynamics.	4 - 8 classroom periods.	Self Awareness: What's In A Name Exercise, Me And My Feelings, The Feelings Bag Exercise. Interpersonal Relations: One-way Communication Exercise, The Trust Exercise, The Listening Game. Group Dynamics: What Is A Group? Positive and Negative Group Roles, Group Role Play.
II. CULTURAL SELF AWARENESS	To help each student gain an understanding and appreciation of his or her own cultural background.	2 class sessions per week over a 7-week period.	Research: Digging Up Your Roots Exercise, Interviews and Letters to Relatives. Plan: Initial Planning Sheet and Detailed Plan Sheet for Cultural Fair Project. Construct: Create the display. Exhibit: Present a project at the Community Cultural Fair.
III. MULTI-CULTURAL AWARENESS	To understand and respect cultures different than your own. To be aware of diverse cultural perspectives on key events in American history.	The infusion of 4 Ethnic Perspectives units, each taking 8 - 10 classroom periods.	The REACH Ethnic Perspectives Series: The Native American Experience The Black American Experience The Mexican American/Chicano Experience The Asian American Experience Pre-tests, Post-tests, Study Questions, Supporting Activities.
IV. CROSS-CULTURAL EXPERIENCE	To provide students with significant person-to-person contact with people from diverse ethnic communities.	One cross-cultural experience for each of the 4 ethnic groups studied in Phase III.	Cross-Cultural Activities are designed to provide students with meaningful person-to-person contact with individuals from ethnic communities different from their own. These activities may include field trips, student exchanges, guest speakers, performers, or assemblies. Cross-cultural experiences must be carefully planned and non-stereotypical.

Project REACH



Project REACH
Multicultural Curriculum Process

Phase 1

Human Relations Skills

- ★ Self-awareness
- ★ Interpersonal communication
- ★ Group process
- ★ Decision making and problem solving

Phase 2

Cultural Self-Awareness

- ★ Understanding the meaning of "culture"
- ★ Viewing culture as something everybody has
- ★ Awareness and appreciation of your own cultural background
- ★ Awareness and appreciation of cultural diversity in your own community

Phase 3

Multicultural Awareness

- ★ Understanding of prejudice and stereotyping
- ★ Awareness and respect for differences in all people
- ★ Knowledge of the history and culture of ethnic groups in America
- ★ Analysis of divergent perspectives on current and historical events

Phase 4

Cross-Cultural Experience

- ★ Person-to-person contact with people of different ethnic communities
- ★ Putting yourself in a place where you are the minority
- ★ Listening, sharing, openness to learn and change

Spiral Curriculum
Students at each grade level reexperience these phases at increasingly higher levels of knowledge.
Spiral Curriculum

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Project REACH

Adoption Information

Contact Person: Gary Howard, Project REACH Director
Arlington School District
P.O. Box 309
Arlington, Wa 98223
(206) 435-9770 or 435-2156

Program Description

Project REACH is a multicultural education program designed for infusion into the regular social studies curriculum at the middle school/junior high level. Having been implemented in many school districts, the program has proven effective in fostering increased levels of knowledge and more positive social attitudes related to the history and culture of diverse ethnic groups in America. Project REACH was validated as an exemplary educational practice by the U.S. Department of Education in the Spring of 1984.

The REACH curriculum process covers the following four phases: 1) Human Relations Skills in which students engage in activities related to Self Awareness, Interpersonal Relations, and Group Dynamics; 2) Cultural Self Awareness in which students do research into the history and culture of their own family and/or community and produce a display to be presented at a community Cultural Fair; 3) Multicultural Awareness in which students study diverse ethnic perspectives on key events in American history; and 4) Cross-Cultural Experience in which students engage in significant person-to-person contact with individuals from different ethnic communities.

Program Dissemination

Project REACH is presently being implemented in many school districts throughout the Northwest, involving over 10,000 students annually. Adopting districts have consistently reported significant positive gains in staff cooperation, parent involvement, and school climate, in addition to increased cultural awareness, which is the primary goal of the program.

Program Products

The complete package of Project REACH materials includes the following:

1. Professional Training Program

   Training takes place in four full-day sessions (7 hours each). Teachers and administrators are provided with the theoretical, historical, and practical knowledge required for successful implementation of the project. Training includes presentations by the project director and four ethnic consultants related to the Black, Asian, Mexican, and Native American cultural experiences. Four hours of graduate credit are available through Western Washington University.

2. Teacher Guide

A Teacher Guide has been prepared which provides complete guidelines and directions for implementing each of the four phases in the REACH curriculum, including all necessary student materials.

3. Student Materials

Master copies of all student materials are made available to each adoption site. These materials include Human Relations activities, complete guidelines for implementing a community Cultural Fair, and all necessary supportive activities for teaching each of the four booklets in the REACH Ethnic Perspectives Series.

This series of student booklets includes:

The Black American Experience
The Asian American Experience
The Mexican American/Chicano Experience
The Native American Experience

4. Slide/Tape Presentations

Two slide programs documenting the Cultural Self Awareness phase of the project are available for use in training sessions and adoption classrooms. The first of these programs is a student-produced description of the Cultural Fair process, showing numerous examples of students' projects. A second set of slides provides an overview of the highest quality student projects displayed at an annual cooperative Cultural Fair involving all current REACH adoption schools.

5. Evaluation Instruments

Two measurement tools, administered on a pre- and post-test basis, have been developed to assess the level of student change which results from participation in the project. The Ethnic Awareness Survey measures students' knowledge about the history and culture of key non-white ethnic groups in America. The Social Group Survey is an attitude scale which assesses the amount of social distance which students express toward an array of different ethnic groups.

Services Available

1. Introductory Packet

Mailing package which includes a project overview and an information booklet describing project activities.

2. Awareness Sessions

One- or two-hour introduction to the REACH project, including sample lessons and viewing of the slide/tape programs.

3. Adoption Training

A four-day professional training program which prepares teachers and administrators to implement the REACH project in their own school. Teacher Guides are distributed at these training sessions.

4. Multicultural Inservice Training

In addition to specific training for middle school adoption of the REACH program, the project staff can also provide more general multicultural education training to K-12 teachers, administrators, university personnel, social services agencies, and businesses.

5. Multicultural Consultation

Project REACH staff can be made available on a contractual basis to assist school districts and universities in the design and implementation of multicultural education programs.

Program Costs

1. Introductory Packet	Free.
2. Awareness Sessions	Cost of Project Director's travel.
3. Adoption Training	Adoption costs will vary based on the size of the school, the number of personnel being trained, and the number of districts going together to share training expenses. A sample first-year adoption budget is provided on the following page.
4. Multicultural Inservice Training	Available at $250/day for the Project Director, plus travel expenses.
5. Multicultural Consultation	$250/day, plus travel expenses.
6. *Ethnic Perspectives Series* Booklets	$4.00 per booklet, or $15.00 per set of 4. $2.50 per booklet when purchased as part of a district-wide or school-wide adoption package.

Project REACH
Adoption Costs Worksheet

TRAINING*

Consultants (provided by Project REACH) $ -0-

Training Materials (provided by Project REACH)
Includes Teacher Guides $ -0-

Substitutes

____substitutes x $_____ per day x 4 days $_____

Travel (travel expenses for participants to and from training sessions plus reimbursement for lunch)

____cars x ____miles x ____per mile x 4 days $_____

____participants x $3.50 estimated per lunch x 4 days $_____

Additional Training Costs (if any) $_____

Total Training Costs $_____

STUDENT MATERIALS

REACH Ethnic Perspectives Series booklets

____students x 4 booklets x $2.50 per booklet $_____

1 set of slide programs for each building at
$45.00 per set $_____

Total Student Materials Costs $_____

CROSS-CULTURAL EXPERIENCES

Suggested minimum per building = $500.00 $_____

CLASSROOM MATERIALS

Art and construction materials to assist students in the creation of Cultural Fair projects - estimate $1.00 - $2.00 per student $_____

ADMINISTRATIVE SERVICES FEE $ 3,000

Payable to the Arlington School District to cover training and follow-up costs, the right to copy materials for use in the adoption sites, and to make possible the continued dissemination activities of Project REACH

TOTAL ESTIMATED FIRST-YEAR ADOPTION COSTS $_____

*These training costs are based on a workshop series including 3 or 4 districts being trained together. If a single school district chooses to involve a larger training group including only its own personnel, then the training costs may be negotiated differently.

Thursday, October 10
11:30 - 12:30 p.m.

Dr. June Canty-Lemke
Coordinator, Secondary Education

Dr. Dvenna A. Duncan
Coordinator, Special Education

University of Portland
School of Education
5000 N. Willamette Blvd.
Portland, OR 97203

PROVIDING QUALITY SUMMER PRACTICUM TO THE NON-TRADITIONAL AND RETURNING STUDENT

The major objective of this paper is to describe UP WITH KIDS, a program by which a school of education can deliver a quality summer practicum experience for non-traditional students and at the same time provide an outreach community service.

UP WITH KIDS

UP WITH KIDS was designed initially to meet the ever-pressing problem of providing optimal practicum experiences for non-traditional students who wish to attend methods courses during the summer session. This has been a particular on-going problem at the University of Portland, an urban university, where a great many students wish to complete a special education credential program, or Master's Degree Standard certification program while continuing their regular employment as a regular or special education teacher.

In an effort to provide for these students and not compromise the quality of the program delivered, UP WITH KIDS was developed. UP WITH KIDS is a completely mainstreamed, three week, integrative learning experience for school aged children, operated in the summer by the faculty of the University of Portland. The initial program in 1984 accepted 100 children (25 from the special education program, 25 from the gifted education program, and 50 from the regular education program). Tuition was set at $50 and scholarships were made available through several local, private foundations to allow for participation of minority and underpriviledged children. In order to achieve a cultural balance, brochures describing the program were distributed to public and private schools in the targeted areas; brochures were also sent to pediatricians and childcare agencies. The program was conducted in an elementary school near the University.

The children attended the program from 9:00 a.m. to 12:00 p.m. Monday through Thursday, and were instructed by teachers from the area who had been identified as outstanding in their subject area by University faculty. The University faculty members also assisted in the instruction of the children by demonstrating innovative teaching techniques and state of the art curricular materials. The college students attending the methods classes attended lecture sessions from 8:00 - 9:00 a.m. and from 1:00 - 4:00 p.m., and were assigned to practice material covered with the children from 9:00 a.m. - 12:00 p.m.

Each child enrolled in the program chose four classes to attend for 45 minutes per class each day. The choices were made from the following offerings: working with computers; physical education; drama; film-making; improving basic skills; music; and art. All classes wre completely mainstreamed with children from the special education program, gifted program and regular programs, learning side by side; there was absolutely no attempt to identify or label the children according the ability groupings. Each child learned through the program to accept and appreciate his own strengths and weaknesses as well as those of his peers.

Because of the overwhelming success of the 1984 program, both in the eyes of the college students and the community, there was a two-fold expansion in 1985. An UP WITH KIDS program was held again in Portland and focused upon the urban elementary aged child. This program emphasized multi-cultural and integrative education and was a model demonstration site for the University Consulting Teacher Model Program. A second program took place in Redmond, Oregon, a small central Oregon community. This was held in connection with the University of Portland's off-campus Master's Degree Rural Education Program. The Redmond program demonstrated the Rural Consultation Model and was open to students from K to 12th grade. Creative writing and science were added to the course offerings for the children.

Because of the large applicant pool for the children in the program, the Portland program enrolled 128 children this year, and the Redmond program enrolled 117 students. The 25% handicapped, 25% gifted, and 50% regular education ratio was continued.

For further information contact:

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School of Education
5000 N. Willamette Blvd.
Portland, Oregon 97203

Thursday, October 10
11:30 - 12:30 p.m.

RESEARCH

A Comparitive Study of the Status of Gifted Education in the Rural and Non-Rural Schools of Indiana

Mary M. Prentice and John F. Feldhusen

Abstract

A study which made a comparison between the status of rural and non-rural gifted education in Indiana in 1985 is reported in this article. Information was obtained by use of a survey questionnaires mailed to all Indiana public school principals (N = 1,926)). The response rate was 55% (N = 1,061). The comparison of rural and non-rural focused on eight areas of concern. By every indicator, rural students were less likely to have access to gifted education services.

Introduction

> ...small rural schools are not going to become a national priority. Nor are they likely to become the focus of federal or state policies and funding ...(Massey & Crosby, 1983, p. 269)

According to a recent report from the National Institute of Education, "Rural education in America has traditionally been looked upon as the poor country cousin of the public-school system" (Nachtigal, 1980, p. 3). By national standards, rural schools have often been poorly staffed and poorly financed. The curriculum, when contrasted with that of urban schools, provides fewer class offerings. During the same year that the Department of Labor released figures suggesting a trend of fewer job opportunities in rural areas in the next 10 years, the National Institute of Education released its own report indicating that rural students are"...less well-equipped to cope with an industrialized urban society" (Nachtigal, 1980,

p. 3). This long-time blight of urban-rural educational inequality remains intact. As a strongly entrenched tradition, it resists change. On a national scale, the magnitude of this problem is reflected in the fact that"... one half of all public schools and one third of all teachers will serve predominantly rural constituencies" (Massey & Crosby, 1983, p 26).

Improving education in rural America involves a complex set of relationships among communities, schools, and society at large. An examination of the issues that often serve as constraints to any improvement of rural schools reveals three categories: factors within the community, factors within the school, and factors within society itself.

Traditionally, rural schools have experienced a sense of ownership by the entire community, but this does not mean that it is always possible to reach a consensus concerning the schools' priorities and needs. Recently, these traditional values have been challenged because of an in-migration. The influx of new people has introduced diversity. This diversity in values, priorities, goals, and aspirations makes consensus much more difficult to achieve. In the past, many government programs, federal and state, have been perceived by the constituency as having been imposed from "outside." While they were tolerated initially, they often disappeared when funding ceased. There is little evidence that sustainable school improvement occurs, unless it is founded on broad-based community sense of ownership and involvement (Rand, 1978).

Within the school, there are additional problems to be faced. For example, many teacher-training institutions do not specifically prepare future teachers to live and work in rural communities. Dunne and Carlsen (1981) conducted a national survey of teachers in 1980 and found that 64% of those responding had received no appropriate training for teaching in small schools. Teachers in rural schools reported they often felt socially isolated and tended to move because of this (almost 50% within two years). According to Massey and Crosby (1983), teaching in a rural community is perceived by professionals as a good place to get a start but lacking in status.

Data presented by Sher (1981) in Rural Education in Urbanized Nations suggest that the cost of educating rural children is disproportionately high. Gifted students who are also classified as geographically handicapped often represent a very small percentage of a rural school's population and are not normally a high priority of the school system.

Several factors within society contribute to the rural school plight. First, urban schools and their problems are much more highly visible in the American society. Until recently, the media, including movies and TV as well as the press, tended to emphasize the urban crisis, the urban centers, and the urban unrests. "Urban" is often the only environment presented as being "America." However, during 1984 the percentage of farm foreclosures focused the attention of the national media and of politicians on the plight of the farmer. The second societal factor contributing to the plight of rural schools is the impression that, eventually, school consolidation will cure the ills of rural schools.. This prevalent concept began with the National Education Association's Committee of Twelve report in 1890 and has been perpetuated ever since.

Many rural communities are experiencing changes in population that necessitate a restructuring of traditional values. In addition, many remain isolated from cultural resources, while still others are located in areas of high unemployment or financial insecurity. This basic shift in the foundations of the community has impeded educational progress. Rural schools continue to face staffing problems contributed to by the unwillingness of teacher training institutions to prepare personnel specifically for work in rural environments. In addition, the cost of educating rural children remains disproportionately high.

A disinterest in the plight of rural schools is reflected in society itself. After the national turmoil of the late 1960s, federal and state agencies tended to focus almost exclusively on urban education problems. The few programs that were available in rural schools were imposed with little appreciation for the unique characteristics of local schools. Thus, changes within the local community and the national society confront a school staff with no preparation for living and working in a rural-school environment.

Rural schools are so unique, so diverse, that there is no single appropriate strategy for improvement. The problem is exacerbated by attempts to average the excellent and the inferior rural systems. It remains to be seen whether the philosophy of "small is beautiful" will prevail, as some believe, or whether rural reform will become predominantly an attempt to transform the rural school into a copy of its urban counterpart.

Methods

The present study was designed to address a basic research question. The question was:

> How does the present status of gifted education in rural school corporations compare with the present-day status of gifted education in non-rural school corporations of Indiana?

The major purpose of the study was to provide a data base that would be of benefit to the Indiana Department of Education, to institutions of higher education, and to others responsible for the decision-making process that will inevitably chart the direction of gifted and talented education in Indiana over the next decade. In order to accomplish this purpose of the study and to enable investigators to address the major research issues, the question was defined operationally. The comparison of rural and non-rural focused on eight issues pertinent to this research question and are contained in Table 1.

A review of the literature was conducted to assess the previous research in five areas germane to this study. Those areas were : rural education in general, need of services for gifted students, living in rural areas, steps required to implement programs in rural environments, personnel training, and a review of various program models which have been used with rural gifted students.

Various methods for obtaining the data were examined and an ex post facto design was selected. In order to conduct the statewide survey of the total population of Indiana public school principals, a survey instrument was required. A questionnaire was designed by developing a series of questions that would provide the required information needed to respond to each of the objectives in the areas of interest. The questionnaire was validated by means of a panel of 12 individuals with expertise in survey design, gifted education, and needs assessment. It was also reviewed by potential users of the information and potential respondents to the questionnaire. After validation, the survey instrument was mailed to all public school principals in the state of Indiana (N = 1,926) along with a letter explaining the purpose of the study. The first mailing elicited a total of 633 returns. The second added 428 returns for a total of 1,061 or 55% or the original population.

The information obtained from the survey was encoded to a computer data file. The data were tested to assure an acceptable error level of less than .03. The data error level was found to be .015, which was well below the established level. The data were thoroughly reviewed and then computer-analyzed using community size as the independent variable. The chi-square test for the independence of variables was used to analyze all data referred to in this study which pertained to each hypothesis.

Results

Almost half, 46%, of the principals who responded to this study indentified themselves as working in rural areas. While the rural principals reported a slightly lower percentage of gifted students in their school populations than did their non-rural colleagues, they also reported a significantly lower percentage of those whom they considered gifted as being involved in any type of special programs. While 70% of the rural principals acknowledged school board support, 70% also reported no school budget support for school personnel to plan or implement gifted programs.

Twice as many non-rural principals as rural principals reported budgets for school personnel. Rural principals reported a lower percent of state services used, a lower percent of state grants awarded, and a lower percent of schools with funds allocated for the support system of gifted programs than non-rural principals. By every indicator in the survey questionnaire, rural gifted students are much less likely to attend schools which provide educational services designed specifically for them than non-rural gifted students.

Rural principals indicated no distinctively different patterns in use of diagnostic techniques for purposes of identification when compared to non-rural principals. Neither did their schools demonstrate a higher degree of preference for a particular type of program model other than those used in non-rural settings. Taken as a whole, rural principals tended to follow the same patterns of programming on behalf of gifted students as did non-rural principals, only to a lesser degree. The data do not indicate if this occurs because Indiana has failed to develop a uniquely rural model, or if this occurs because fewer rural schools elected to offer special programs. Rural principals reported as high a level of concern for the welfare of gifted students as did non-rural, and over 90% expressed a personal commitment to support gifted programs in their schools if such programs were initiated. (Insert Table 2)

Discussion

The importance of education for each gifted child is unquestionably the same. The difference lies in the difficulties which must be resolved to achieve that goal. The problems of rural educators are indeed formidable obstacles, such as fewer students, lack of guidelines, lack of trained personnel, and lack of fiscal resources (Birnbaum, 1976; Gear, 1984; Milne, 1976; Nielsen, 1984; Wilson, 1982). The magnitude of the additional problems faced by those persons in rural schools wishing to improve the quality of services available for their gifted population is the basic rationale for recommending that additional assistance should be provided to develop an Indiana model for rural gifted education. While it is true that rural schools are so diverse, that there is no single strategy or model that is appropriate for all rural areas, it is equally true that technology and research now have the capacity to provide a number of options from which rural schools may select. Sufficient data and information are now available to provide a guide in formulating such a model. It can be reasoned that while there is no single method or model appropriate for all rural Indiana schools, the more information and data available about each option, the more likely rural schools are to select program models compatible with their own environment.

If the descrepancy between rural and non-rual gifted educational opportunities is to be alleviated, teacher training institutions in Indiana will have to acknowledge the distinctive nature of rural schools. This will require that they integrate into their respective teacher preparation programs specific training for living and working in rural schools. In addition, these institutions must make the commitment required to respond to requests from rural schools for assistance in meeting the needs of their gifted students.

This study and previous research (Dunne & Carlsen, 1980; Hamrin, 1981; Massey & Crosby, 1983; Witters, 1978) document a perceived need by rural school personnel for additional assistance from teacher training instititutions. In the present study, rural use of cadre consultant services was equal to, or greater than, use by non-rural schools. Thus, the data do indicate that rural schools utilize inservice opportunities which make no additional demands upon their limited financial resources. In addition, the present study contained an open-ended survey item which asked principals what services they would most like universities to provide to local school teachers. Over 550 replied "inservice" and 214 requested graduate courses or workshops.

It is therefore recommended that teachers in rural schools be provided assistance to obtain additional training in meeting the needs of gifted students. This could best be accomplished by a cooperative effort between the Indiana Department of Education, Office of Gifted and Talented Education, and the extension divisions of universities with accrediated endorsement programs in gifted and talented. The IDE could inform corporations of educational opportunities for teachers and provide financial support. Universities could encourage and support outstanding faculty to participate in off-campus courses through appropriate renumeration and class load assignments. In addition, university tele-conferencing could be utilized to provide more personal and immediate feedback to teachers between classes. Hotlines operated at specific hours, similar to office hours, could do much to strengthen the psychological support needed by teachers in more remote areas.

The results of this study are conclusive in documenting the descrepancies between the rural and non-rural status of education of gifted students. By every indicator, gifted students of Indiana living in rural areas are far less likely to have gifted education opportunities than non-rural gifted students. If Indiana is to acheive its own stated goal of "optimum development of all Indiana students," these issues will have to be addressed.

Research Question. How does the present status of gifted education in rural school corporations compare with the present-day status of gifted education in non-rural school corporations in Indiana?

Null Hypotheses:

Hypothesis 1: There is no significant difference between the percentage of gifted students presently involved in programs in rural schools and the percentage of gifted students presently involved in programs in non-rural schools.

Hypothesis 2: There is no significant difference in the percentage of school boards which support the activities and involvement of school personnel in planning and programming for the gifted in rural schools and the percentage of school personnel in planning and programming for the gifted in non-rural schools.

Hypothesis 3: There is no significant difference between the number of services of the Department of Education used by rural schools and the number of services offered by the Department of Education used by non-rural schools.

Hypothesis 4: There is no significant difference in the percentage of rural schools which have received grants from the Department of Education.

Hypothesis 5: There is no significant difference between the preferred methods of funding for gifted and talented programs by rural schools and the preferred methods of funding for gifted and talented programs by non-rural schools.

Hypothesis 6: There is no significant difference between the diagnostic techniques for identifying students in rural schools and diagnostic techniques for identifying students in non-rural schools.

Hypothesis 7: There is no significant difference between the program models used by rural schools and the program models used by the non-rural schools.

Hypothesis 8: There is no significant difference in the perceptions of the status of the needs of gifted and talented in rural schools and the perceptions of the status of the needs of gifted and talented in non-rural schools.

TABLE 2

Rural-Non-Rural Response Comparisons
Summary

Hypothesis 1

... Percentage of Gifted Students presently involved

	Rural	Non-Rural
None	48%	21%
1-10%	77%	59%

... Precent of Gifted in total School Population

6% or less	89%	83%

Hypothesis 2

... Percentage of School Board's Support

Yes	70%	87%
Budget	24%	57%

Hypothesis 3

... Percentage of IDE services used

*Cadre Consultant	34%	29%
Shared Information	18%	20%
Teacher Institute	6%	17%
Midwest Talent Search	44%	50%
Future Problem Solving	25%	35%

Table 3

Rural-Non-Rural Response Comparison Summary

Hypothesis 4
... Percent of Grants Received

Start Up	29%	30%
Cooperative	12%	17%
Prog.-Exp	13%	16%
K-12 Curr.	4%	10%

Hypothesis 5 - Null hypothesis accepted
... Preferred method

Hypothesis 6 -
... Diagnostic techniques

1. Achievement tests
2. I.Q. - Group or individual.
3. Nomination by teachers parents or peers.

Hypothesis 7
..., Program Models.

1. Enrichment in regular classroom.
2. Grouping by ability/interest.
3. Advanced courses.

Hypothesis 8
... Stages needs of gifted

Not at all	43%	18%

Consortium of Seven Schools to Provide Services for Gifted and Talented Youth

GOAL: 1. Develop K-12 articulated program services

2. Provide for a broader range of talents - artistic, vocational, industrial arts and agriculture

3. Establish a cooperative center with consultant and resources

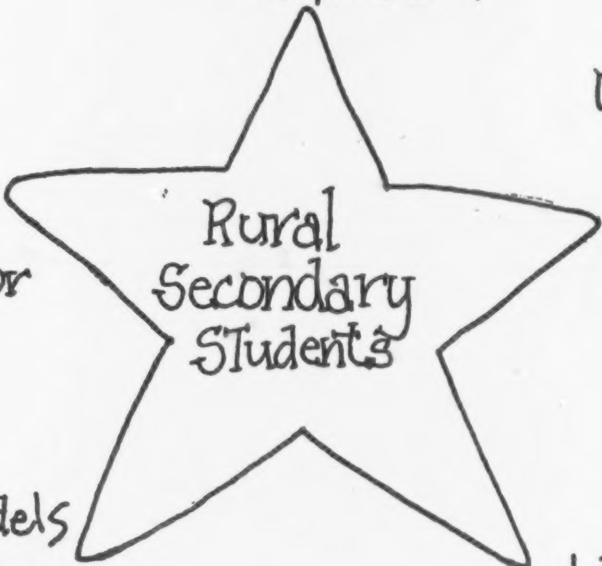
Consortium Steering Panel (17)
  2 - members of each rural school
  3 - members of Purdue faculty

Each School develops one special type of service model appropriate with gifted. Two years - all share. (seminars, Saturday, mentoring)

Contact: Dr John Feldhusen
Gifted Resources Institute
Purdue University, SCC-G
West Lafayette, IN 47907

MP 1985

Dept. of Education
1. Standards
2. Funding
3. Teacher approval
4. Consultants



UALR
1. Teacher-training
2. Conference or Rural

University for Youth
1. Monthly Sessions
2. Peer Support
3. Subject-tutoring
4. Resources

Alternative Models
1. Teleconferences
2. Correspondence Courses

COOPS
1. Liason with LEAS for model
2. College Courses in G/T

Contact Dr Mary Prentice
UALR Educ-112
33rd and University Ave.
Little Rock, AK 72204
(501) 569-3410

MP 1985

Teleconference Series
Oklahoma State University
1985-86 Arts and Sciences
for Public Schools

Content

Enrichment Series - 30 weeks of programs

German I - 30 weeks of programs

1986

German II

Physics

Calculas

Delivery Model
1. Uplink dish-line
2. Video Cassettes

cost - $ 1,550.- German
$ 950. - Enrichment

Contact - Ms Sheila A. Wisherd, Coordinator
A + S Public School Teleconferencing
Oklahoma State University
Stillwater, Oklahoma 74078

MP 1985

GUIDANCE

A model for Gifted Education

Program of Independent Study

Student self-selection of what is to be studied

Cooperative teacher-student planning

Alternative ideas for gathering and processing information

Multiple resources available

Dialogues - formal and informal

Skills and content integrated

Time for sharing and feedback

Student recognition

Contact: Dr. Allen D. McCune
Halstead High School
Halstead, Kansas 67056

MP 1985

Harvey Smith
Thursday, Oct. 10
11:30 - 12:30 PM

Meeting The Needs of the Non-Traditional Students At A Rural Institution

One of the more interesting phenomenon which has emerged on the higher educational scene is a significant increase in the number of non-traditional students enrolling in colleges and universities. Many authorities are projecting that by the 1990's, these students will comprise over half the student body at most institutions. The implications of such a shift in population cannot be ignored if colleges and universities are to survive as viable factors in the future of this nation.

The non-traditional student does not fit neatly into any single category. They obviously differ from the typical college student with which institutions are most familiar; and within the group, there is no common thread other than the fact that they are older and more mature than the traditional student body. Some are single parents. For some, it is a first-time college experience. For others, it is a return to college after an interruption which may range from a few months to many years. In some instances, a change in career goals is the motivating factor. Many, however, are seeking to achieve goals which have essentially remained unchanged over time. It is quite clear that programs and procedures designed for students who come directly from high school to college are frequently inappropriate for this diverse group. Determining how to accommodate these non-traditional students in an effective manner must be a major concern for colleges today. Potsdam College, like hundreds of its counterparts, has recognized the necessity to cope with this shift in student population.

Potsdam College has an enviable reputation as a relatively small rural liberal arts college characterized by concern for students and the provision of a quality education at a reasonable cost. The college has a long tradition of high quality teacher preparation programs and its Crane School of Music has an international reputation. Potsdam College's concern for students, coupled with recognition of its changing student population, led to the development and administration of a survey of the non-traditional students on its campus.

The results of this survey will be shared with participants in this session of the conference. Of even greater significance will be the insights which this process has provided concerning ways by which a liberal arts college situated in a very rural setting can accommodate the very special needs of this group without compromising its mission and commitment to quality. It is believed that these insights will prove to be of value to other institutions who may be seeking ways to serve the non-traditional student more effectively.

For those desiring information about a procedure designed to ascertain the characteristics of a non-traditional student body and wishing to become involved in an in-depth analysis and discussion of the implications of these findings for curricular, co-curricular and student services offerings of a college, this session should prove enlightening and rewarding. The major focus will be on practical considerations which make a difference in terms of non-traditional student satisfaction and success.

NON-TRADITIONAL STUDENT QUESTIONNAIRE

1. Your Sex:

55 Male
184 Female

2. Your Age:
96 22-26
34 27-30
40 31-35
34 36-40
34 41 and above

3. Your Class Rank:
4 Freshman
14 Sophomore
31 Junior
66 Senior
113 Graduate
3 Don't know

4. Marital Status:
88 Single
130 Married
19 Divorces
3 Other

5. Are You (Check all that apply):
120 Undergraduate
88 Graduate
126 Matriculated
73 Non-Matriculated
60 Transfer
12 Veteran
15 Other

Transferred credit from 3-year diploma RN program which was completed in 1969
Have BA and am taking undergraduate science courses in preparation for graduate school in Biology
In process of acceptance to graduate school
Empire State student who is cross-registered.
BA/MS program in Education.
I am a certified teacher from India. At present I am trying to finish all required courses for New York State Certification to teach Math.
Exchange student from Oregon State University

6. Total Household Size:
52 Yourself Only
45 2
33 3
51 4
14 5
14 6 or more

7. Do you have children at home?
135 No
104 Yes

If yes, number of children in the following ages:
41 Birth-4
48 5-8
26 9-11
23 12-13
35 14-17
24 18 and older

8. Are You Employed?
167 Yes
72 No

How many hours per week?
12 1-15
17 16-30
11 31-39
44 40 and over
9 Varies

9. Are you in the process of changing careers?
50 Yes
178 No

10. What are your primary reasons for enrolling at SUNY Potsdam?

obtain BA degree
obtain Master's degree
location
cost
self-improvement
cross-registering
obtain MA
extension courses
need courses to keep current job
certification
get BSN
career change
classroom experience as opposed to home study
special interest courses
smaller institution
curriculum
prepare for graduate school
educational advancement
enrichment
transfer student

10. (continued)

education programs
obtain BS
graduate programs
Computer Science Department
experience of participating on the National Student Exchange
good reputation of college
clean campus
Crane School of Music
Art Johnson's reputation as a good history professor and my interest in Canadian history

11. What is your major(s), or probable major(s)?

83	Education
1	Special Education
1	Social Work
1	Administration
1	Anthropology
2	Art
1	Economics
1	Physics
1	Health Science
1	International Business
2	Instructional Technology, Learning Disabilities, Foreign Language, Business Education, Drama, Human Development (2 atudent responses for each of these areas)
7	History
4	Nursing
11	Math
7	Reading
15	Sociology
16	Music
21	English
16	Psychology
28	Science

12. Is Education your second major?

66	Yes
151	No

13. What are your career plans after you complete your college work?

take summer intern program to get certified to teach
acquire permanent certification
teach
undecided
work as medical technologist
professional singer/farmer
obtain master's degree
continue in current job
journalism/communications

13. (Continued)

establish children's theater company
criminal justice work
research technician
open day care center
graduate work
attend law school/become lawyer
possible Ph.D. in clinical psychology
private music teaching and church organist
working in computer field for government agency
social work
school finance/accounting
archivist in museum setting
engineering or health physics job
work with disabled children--special education
work for advertising agency in New York City
nursing
corrections counseling
obtain customer service position
bookkeeper
find a job

14. Is this your first experience in higher education?

43 Yes
204 No

If you are a returning student, how long has it been since you were out of college?

62 1-5 years
36 6-10 years
20 11-15 years
10 16-20 years
5 20 or more years

15. In your lifetime, how many years have you been college?

157 1-5 years
65 6-10 years
14 11-15 years

16. Are you planning on continuing coursework at SUNY Potsdam?

173 Yes
56 No

Yes
summer school to graduate
enter master's program
to complete program
complete MS
graduate work
music courses
self-improvement
if proper extension courses are offered
if I receive graduate assistantship

16. (Continued)

Yes
enjoy taking courses
closest college
marriage

No
undecided
go to graduate school near my job
finished degree
Potsdam doesn't meet needs
moving out of this area
applying at Plattsburgh State
too many requirements in programs

17. Do you take or have you taken SUNY Potsdam extension courses?

84 Yes
152 No

18. Do you commute?

167 Yes
79 No

How far?
50 1-10 miles
36 11-20 miles
24 21-30 miles
17 31-40 miles
32 Over 40 miles

How many days a week?
85 0-2
77 3-5
3 6-10

19. Would you take courses if they were offered on weekends?

118 yes
109 No

20. Would you take courses if they were offered evenings (after 5:00 P.M.)?
153 Yes
81 No

21. Have you utilized any of the services available to you on campus?

99 Yes
140 No

Which services have you used?

Tutoring
Career Services
Pep Center
Resume Writing
Counseling Center

21. (Continued)

Special Services
Medical Services
Library
Friends of Brainerd
EOP
Financial Aid
Minority Workshops
Reading Center
Academic Advising Center
Work Study/Paces

22. Are you aware that on-campus services exist for non-traditional students?

99 Yes
140 No

If yes, please comment regarding your degree of satisfaction.

no problems so far
never had a need to use these services
seem satisfactory
they are adequate
only been involved with Career Services, and I'm satisfied
not much is known about these services
Special Services has done an excellent job
know about this from my undergraduate work at another institution
they are not adequately publicized, nor am I encouraged to take part in any services
need more open swim hours for people over 16
satisfied except for services for temporarily disabled students, ex.: transportation
some hours dervices are available are very inconvenient
I feel non-matriculated students going for teacher certification should be able to pre-register

23. Do you take part in any extra-curricular activities on campus?

103 Yes
136 No

If yes, please list typical activities.

concerts
plays
guest speakers
Spanish Club activities
recitals
lectures
movies
dance concerts
Drama Department functions
sports
Student Senate
SASU

23. (Continued)

Gamma Sigma Sigma
Kappa Delta Pi
Circle K
gym
Drama Club
sorority activities
Music
Art exhibits
Forums
aerobics classes
Draime House activities
intramural sports
picnics

24. Did you know that Special Services offers programs and workshops to better address the needs of the adult learner?

69 Yes
169 NO

25. Would you like to see an expansion of available services?

85 Yes
64 No

If so, what kinds of services?

information about services made more available, publicized more
more graduate extension courses in Watertown and Malone
job listings
need newsletter for non-matriculated students
need to offer MA in Liberal Studies or Humanities
should be able to pre-register
need child care center on campus
housing for families
improvement in evening and summer courses
longer library hours--especially on weekend
more staff for health services
more advising for transfers
help in finding scholarships and grants designed for non-traditional students
career counseling
help with writing resumes for non-traditional students
graduate parking lot
programs on how to handle stress
talks about self-defense
emphasize alcohol and drug awareness programs more
advice about graduate studies
expand Career Services area
peer counseling and advisement
services to help temporarily disabled students

26. What special problems relating to adult learners do you feel need to be addressed on campus?

offer more summer session courses
more evening courses needed
easier access to counselor
take adult learner's special needs into consideration when arranging class assignments and tests
reading and comprehension
number of times a course if offered in an academic year
necessity of taking useless courses to meet requirements
use of student activity fee
problems with child care
scheduling for commuters
toll free number to graduate studies office
extension courses
don't feel non-traditionals should enjoy special privileges
be able to pre-register
standardized time schedule for evening courses
off-campus extension courses during summer
more courses which meet once a week.
career counseling
financial package
more tolerable dorms
tutorials to help get back into the swing of things
need to maintain the average cum which has been set is difficult for single parents with the family unit suffering
graduate courses--a few instructors give out grades of 3.0, 3.5 or 4.0 with no justification or comment. I feel they just push people through programs.
hours to contact any administrative office are very inconvenient when one works during day and out of town--should have student or someone available to check records and answer questions
possibly some answer to single parents dealing with raising children and getting an education at the same time
housing availability
the lounge across from the greenery could have been used by non-traditionals--it's bright and comfortable
as a transfer student I found it quite hard to break in and get comfortable with students that have been here for years and I'm not dealing with freshmen that much
making them aware of resources available
I found it difficult to find someone to listen and offer advice
there appears to be no continuity--sommunication between personnel is not well established
awareness of sacrifice of student
time to complete out-of-class assignments, particularly when they involve computer time for which the materials are only available on a 9-5 schedule
general receptivity--people aren't sure what to do with "older" students--office workers, professors, and some students--sometimes I feel like an alien
the P.E. requirement

26. (Continued)

some professors depend on the non-trads to "liven up" classroom discussions--this attitude intimidates the traditional students and causes them to resent the non-trads.

orientation geared to the needs of older students who have never attended college, or who are returning after many years

we need credit for what some of us have gained through experience

need a more understanding administration

faculty has been generally good

many education courses for non-trads are a grave waste of time--I feel I could have gone into my graduate work in this area, but they don't want to give you credit as graduate work

keeping us better informed aboutt things that concern us

administration's willingness to have students taking only one or two courses per semester instead of being full-time

required courses offered more often

need standardized schedule

more classes closer to Watertown

let non-trad students pre-register with undergraduates

greater availability of major subject requirements

summer classes never offered late in the day

transfer credit problems

lack of concern on Registrar's part--poor record keeping on registrar's part

amount of work assigned to full time teachers--it is sometimes difficult to complete assignments when working full time and being a full time homemaker as well.

grad student should have priority on locked carrols in the library

update on current teaching trends

inaccessible buildings--everything seems to be locked up after 7:00 P.M.

taking undergrad classes--being forced to be with younger students is a problem

not finding quiet enough non-social study areas on campus

getting back into study habits

knowing which courses are best to take

help with library skills

more ways to get commuters and other off-campus people involved in college life

vacation schedules--it's hard to plan for family needs, everybody is on a different schedule

Bursar Office--the woman in charge at the Bursar's Office is rude and unfriendly--each time I have dealt with her it has been unpleasant experience. I refuse to deal with her and so I ask the Graduate and Lifelong Learning Office to help me. Sue Murphy is Super.

a little more consideration when first starting coursework

require attendance at off-hours or require group projects which are difficult for off-campus readers

difficult to fulfill expectations if these expectations require using campus facilities

26 (Continued)

Faculty and staff need to be more tuned in to adult learners
poor advising
need flyer or handbook for non-trads

A. Do you feel your financial aid needs are adequately met?

89 Yes
53 NO

Any suggestions for improvement?

wish master's program had some sort of cut rate for teachers
some work study programs would be nice
better inform students of changes in procedures, guidelines, requirements for students eligibility to receive aid
opportunities for scholarships
aid for graduate students taking undergraduate classes would be nice
pay in installments
need enough time to apply for different grants available to students
not enough money is available to part time students
more should be alloted for single heads of households
need campus based scholarships money available on a competitive basis for scholars like me
get Regan out of government and the gov. of NY too
financial aid should be processed to that students can have their money earlier in the fall
faculty spouses allowed to take one free course/semester
need something for middle class
Mr. Czarnecki and the EOP staff provide excellent financial services
faster distribution of TAP
refund checks should be given back sooner
the Internship provided the funds, without it I wouldn't able to attend

B. Would you use child-care services if they were provided on campus at reasonable rates?

65 Yes
112 No

Comments:

don't have any children
I schedule my classes around my child's day
too far to transport children
children are in school all day
this would be a very valuable service
my children already have a sitter
depends on the program set up

26-B (continued

I use the Potsdam Day Care Center and they are not really set up for part-time children
It would certainly lessen the difficulty of attending classes if there were a child care facility on campus
on days when my regular babysitter was not available
in summer months or weekends
if the selection of the child caretakers were vigorously handled so as to hire only stable, qualified individuals
it would be nice
if I felt my son would be happy there
if my pre-school child were near me I would be able to get more involved in qctivities here--spend more time at the library and doing other research work on campus
if rates were on a sliding scale with qualified personnel and qualified/approved programs for children rather than allowed open play
depends on quality of care
then I could take advantage of evening offerings or on days my children are off from school and I hqve classes
if they were the cheapest and within transportation range

C. Would you be interested in on-campus family apartments if they were available to you at reasonable rates?

44 Yes
149 No

Comments:

depends on the cost, the apartment and location
need a place for a small child to be able to play outdoors
if within financial reason
at the present time I'm spending a large amount of time in travel from home to sitter to campus
if I had a family
if they would not be noisy like traditional dorms
not if meal tickets were mandatory
would be very convenient
would be less stressful, enable us to participate in activities and make better use of the library
would be nice to live in a community atmosphere
if apartments for singles were available
my job is elsewhere
we have our own home
I am presently within driving distance to college
am content with my present living arrangements
kitchen facilities
essential meal plan totally unsatisfactory
offer inexpensive overnight and weekend housing for those who like to attend special activities
single studio apartments
dorm rates too high
utilizing library and gym

26. D. What do you feel is the key problem faced by adult learners returning to college (or attending college for the first time) after a number of years away from school?

- incorporating class and study time into current lifestyle
- adjusting to reading material
- learning to use library
- study habits
- time--not enough
- fear of taking courses
- getting good advice and guidance/counseling
- getting started
- peer pressure
- understanding "red tape" involved in transferring credit
- understanding financial aid procedures
- fighting the bureaucracy--registrar and registration process
- schedule of courses
- fear of tests
- travelling too far while still working
- need career counseling before academic counseling
- can't always get questions answered--get sent to several offices
- money--not enough
- getting to know other students and faculty
- current emphasis as opposed to what we learned
- lack of confidence
- age difference
- instructors attitudes toward older students
- culture shock
- integrating what is learned with the real world
- curriculum changes
- responsibility of job
- learning the ropes of the game--paperwork
- finding worthwhile courses to meet our needs
- communication with the college
- travel time
- boring courses
- lack of caring and guidance
- feeling old and out of place
- knowledge of who can aid us if problems
- fitting in/new expectations socially as well as academically
- handling homework after working all day
- lack of sensitivity to non-college responsibility
- not enough adult learners to relate to
- balancing family, school and private time
- lack of organization in schedules, financial aid, feeling of standing in the dark
- mentor program to provide guidance
- activities and social events geared toward undergrads

26. E. What types of classr-om/instructional patterns do you find serve you best?

discussions
seminars
research
few tests
hand-on learning
independent learning
small classes
classes only once a week
projects
visual aids
take-home exams
class participation
organized professors
need less sarcasm by professors
less formal papers
small group discussions
like courses to be presented in interesting and positive manner
knowing what is expected of you from beginning of course
varying patterns depending on course subject matter
outline accompanying lectures
demonstrations
more relaxed atmosphere
term papers
practical application of knowledge
creative assignments
writing papers instead of taking exams
instructors who realize all life is not contained in one course
prompt feedback on assignments
attitude of instructor toward adult student
courses that do not count tests solely for grades
self-paced courses
take good notes important
essays on tests rather than multiple choice questions
individual projects
straight forward course offerings and teaching
field work experience with discussions
teachers talk below my level
variety of testing opportunities

F. What administrative policies best serve the needs of adult learners?

get rid of red tape
drop without penalty
take incompleted and finish the following semester
make advisors more readily available for people who work
credit for life experience
professors learn how to deal with us and us to deal with them
pre-registration techniques
extension courses
pay tuition in installments

26. F (Continued)

need a tuition break
indications of support for adult learners
perhaps aid in future employment
sitting in on a class so you know whether it is something you want to take before you sign up for it
credit for work experience
option to audit course
option for independant study or semi-correspondence type courses
waive P.E. requirement
too many administrative policies
accept all credits from other state colleges
have tutoring available
non-collegiate learning programs
good discussion with course instructor to make sure pre-requisites are satisfied
chance to repeat courses if first grade is not satisfactory
it's bullshit to make us pay student activity fees that we don't have opportunity to take advantage of

27. Are you aware that there is a newly formed non-traditional organization and non-traditional lounge on campus?

84 Yes
153 No

28. What kind of time schedule do you have in terms of:

A. Class time: (hours per week)
138 1-10
67 11-20
12 21-30
3 31 or more

B. Study time: (hours per week)
97 1-10
57 11-20
26 21-30
11 31 or more

C. Commuting: (hours per week)
164 1-10
8 11-20
1 21-30
0 31 or more

D. Family: (hours per week)
30 1-10
30 11-20
17 21-30
26 31 or more

E. **Work schedule: (hours per week)**

8 1-10
17 11-20
10 21-30
55 31 or more

F. **Relaxation: (hours per week)**

30 1-10
13 11-20
1 21-30
8 31 or more

29. **SUNY Potsdam would like to increase the number of non-traditional students on campus. What suggestions do you have as to the best ways to accomplish this?**

acknowledge worth and needs of non-trads
advertise more
accept transfer credits
need a non-traditional student office
allow more students to receive financial aid
more extension courses
allow to pre-register
greater variety of courses to meet needs and interests of adult learners
child care on campus
on campus housing
remedial or re-entry types of courses
flexibility with attendance policy
weekend and evening courses
change class times more often
special terminal (computer) privileges
eliminate the label and stereotype
work study programs
course bulletin for non-trads
tutoring and counseling services
credit for life experience
less excuses by administration and more help
better way to handle drop-add
help non-trads find employment
study-travel courses
more famous speakers and lecturers
drop the "non-trad. student" label
classes for longer time, but for one day a week
be able to take two courses back-to-back in evening
someone handy to answer questions
faculty and staff more aware of needs of older students
departments must take a more humanistic approach to both

recruiting and retaining students
expand programs to include more internships

30. **Are there any other comments or suggestions you would like to make?**

- Have special courses in the summer for special students and courses on the weekends all year round.
- Taking courses is fine, but would mean much more to many if they would lead to a degree. I, for one, due to the unavailability of evening/weekend degrees, was forced to attend Empire State College which, to me, is more work and less knowledge than the more traditional modes of communication.
- I think this survey is a beginning to better understanding our needs.
- There is no need for non-trad. students not to be informed about activities or events such as pictures for yearbook, etc. Information should be mailed to students off-campus a lot sooner than 1 or 2 days before the event. Have registration for non-trad. students at a more reasonable time.
- Why shouldn't faculty and students lounge together--faculty never asked for a new lounge.
- I can never obtain a class schedule.
- Registration was especially confusing. I didn't know it was going to be so different. I have never registered the same way twice since I've been here. There isn't good enough notice of advisor/student times to meet.
- It seems that one of the biggest snafus' for the non-trads. is an attitude by some of the faculty and staff that results in being treated as a 18 to 20 year old. Often we do not know 'the ropes' in dealing with the administrative process, yet when trying to get answers, we are not treated with respect normally due one's peers. Often classwork and assignments are graded harder because we should do better by the simple reasoning that we are adult learners (when in reality it has been many years since we wrote a term paper or took an essay test.)

- Lighten the work load of instructors so that they could have the time to beocme familiar with their students.
- Try not to separate those who live on campus with those off as far as labelling them as non-traditional students.
- We are willing to do any amountof work, provided it is practical and useful and will help us perform better.

Those few professors that waste our time with projects requiring reams and reams of "busy work" that we never will need or use make us feel very resentful and frustrated.

I don't need any mail sent to me addressed: "To the parents of"...

My biggest problem is getting office people to understand that I work as well as being a part-time student such that I can't just make appointments for anytime. Another frustrating problem is when professors discover I'm a non-traditonal and I'm one of "those" as if I have a disease. From some its a "I must be nice to you" and others it's like I'm invisible. Sometimes just being treated like a "person" is a novelty.

I couldn't get anyone to sit down with me to talk and help me make decisions about whether or not I was ready to return to school. I had to make a lot of decisions without the advice of professionals.

Let your non-trad. students know that old dogs can and do learn new tricks--easily and with zest.

Saturday courses might help where there might also be workshops or activities offered for children while parents go to class.

Is there anyplace I can call for answers to my questions?

I would like a definition of what you consider a non-traditional student.

My opinion of many non-traditionals is that they have a negative attitude. Pessamists find failure, optimists find success.

How about a program coordinator to help the students in general problems like pooling rides with other students.

Faculty need to wake up to the fact that career changing on all levels is a valid reason to be in a classroom. They must also begin to recognize that students who have worked, raised families, fought wars, been unemployed, etc. have life experience as compelling as the faculty's own and will not tolerate the condescending posturings found frequently in the classroom.

Expect non-trads to do their share towards alleviating the problems of non-trads. There should be a greater spirit of compromise among non-trads in dealing with the administration; especially in view of the College's fiscal situation and also to maintian the integrity of the institution. So much emphasis on one group should not come to a point where it detracts from another group--such as traditional students.

There should be a dorm or a section of a dorm for older students.

Have a required meeting of non-trads. Meetings of choice can be overlooked. If we're required to meet at least once, maybe twice, then we can build some kind of bond.

I have had difficulty getting answers from people in Graduate Studies and the Registrar--with the Registrar being the worst to deal with. I spend an average of $7.00 per month on phone bills to the college.

News letter to off campus students.

Feedback from this survey.

Advertise a special package for non-trads.

List of commuters.

Give incoming trads and non-trades temporary advisors before they declare major.

More faculty office hours, and at better times, for counselling and help in assignments.

Interested in results of survey.

Don't isolate non-trads with too many special problems, integrate them.

Don't isolate non-trad students by catering too much to them.

Housing biggest problem.

Library hours too short on Fridays and weekends.

Too much emphasis on drinking.

M. Winston Egan, Joan Sebastian, Helen Lacy
Thursday, Oct. 10
11:30 - 12:30 PM

Proposal Abstract

"Telecoursing" An Innovative Approach to Reaching And Teaching the Rural/Remote Regular and Special Educator

by

M. Winston Egan, Iva Dene McCleary, Joan Sebastian, & Helen B. Lacy

This presentation is designed to introduce interested university and college administrators, teacher trainers, state and local education personnel to the developmental work and preliminary research completed by staff of University of Utah in creating and airing for the first time a two-way telecommunciations course for rural educators in central Utah. The presentation will include: (1) identification of the planning activities, (2) description of roles and functions of production personnel, (3) presentation of some clips from various elements of the telecourse, (4) brief discussion of the technical aspects of microwave two-way transmission, (5) review of the costs involved, and (6) summary of the various types of data collected.

BEST COPY AVAILABLE

Thursday, October 10
11:30 - 12:30 p.m.

Indiana University's
Rural Information Project for the Gifted (R.I.N.G.)
A Report and a Prospectus

Paper for National Rural Teacher Education Conference
October, 1985

W. Thomas Southern

Howard H. Spicker

Indiana University's Rural Information Project for the Gifted (R.I.N.G.)

A Report and a Prospectus

Special provisions for gifted and talented students are difficult for rural districts. Many of these problems have been detailed elsewhere (Spicker, et.al., 1985) but in brief they can be described as follows. A small population widely scattered translates into few, isolated targets for service delivery. Academic, cultural and technical resources are just as scarce making comprehensive approaches a logistical nightmare. In human terms, the isolation students who have sensitivities and interest vastly different from their peers, can be devastating. In addition the variety of experiences and perspectives needed to develop these children may simply not be available in communities whose outlook is comparatively insular. Teachers in rural areas often have responsibility for a greater number of preparations than urban/suburban teachers, across more grade levels. Additionally, they may be the only subject matter specialist in a discipline on a secondary faculty. These factors inhibit the professional growth and creative development of rural faculties (Dunne, 1977). The same processes that hinder gifted students hinder potential teachers of the gifted.

Against this array of difficulties there are some characteristics that rural districts possess that potentially could facilitate gifted programming. Chief among these is an intense pride and unity that makes community involvement easier and more valuable. Rural communities are very interested in retaining their young people and keeping alive the heritage and resources of the area (Carmichael, 1982; Lewis, 1982). The school is a center for community life whose activities and facilities often involve all segments of the rural populace. Thus the school is focus for meeting and interaction.

Indiana University's Rural Information Network for the Gifted (Project R.I.N.G.) is an effort to address the difficulties of rural districts in programming for gifted children while capitalizing on the strengths of rural communities. The pilot program was conducted in the 1984-85 school year and a second phase is being implemented in 1985-86. The project involves the linkage of five (this year seven) geographically diverse sites in an educational network working on common thematic units which allow informational and social exchange among gifted students, their teachers, and university subject matter specialists. The major vehicle for maintenance of the network is a computer bulletin board linkage and video/audio tape exchange, but the substance of the project is a selected unit based on topics of interest and importance to the local communities. The unit was selected to use maximally the resources that are available in each district as well as to provide opportunities for inter-relation of the various communities involved. The pilot unit selected was a study of the environmental problems. Each district participating was to identify a local environmental concern that constituted a real problem. Thus, it was hoped that local experts would be more readily available, and that such concerns would elicit local community support.

This project was funded by the Indiana Department of Education.

EDUCATIONAL GOALS:

The unit was intended to assist students to an awareness of the importance of environmental studies, and to generalize through hands-on projects some major concepts in the discipline. At a very basic level the project attempted to deliver content and resources that would enable students at each site to complete an individual or small group project on the environmental problem chosen. In addition, the goal was that these projects or expertise gained in doing them could be fitted into a cohesive group position or action statement about the original concern. Finally, the project was designed with the hope of bringing students to the awareness that many local concerns were entwined and/or in conflict with concerns and possible solutions for other sites. For example, stringent measures directed against burning high-sulfer Indiana coal could relieve the aggravation of air pollution and acid rain, but only at the expense of high unemployment in coal strip mine areas.

The project also was directed to providing experiences to widen the horizons of local students by bringing them into contact with other gifted students, other places, and other perspectives. In this process it was hoped that students could locate others with similar interests and abilities, in order to reduce their anxiety about being different, and increase their feeling of support.

RESEARCH GOALS:

First and foremost, the project was designed to test the efficacy of the planned delivery system. A log of network contact was kept including comparisons of site volume of messages and volume of teacher and student messages. Furthermore, samples of message flows were taken and messages were typed by the kind of content. Three designations were determined:

1. Social: non-informational student contact, private greetings, etc.
2. Informational: student to student, student to consultant, teacher to consultant, or teacher to teacher contacts requesting information or guidance on the environmental topics.
3. Administrative: staff to teacher, teacher to staff, or teacher to teacher contacts that were primarily concerned with administrative detail, e.g., meeting times, etc.

The goal was to increase the first two types of contact in % of volume to the latter type. The computer information flow was also monitored in order to see if it could be used as a formative evaluation device to isolate sites or teachers who were experiencing difficulty with the project.

From another perspective the diversity of the five districts experience and delivery systems posed interesting questions about utility and feasibility of the various options chosen by these systems. Secondly, the diversity offered a strong test of whether a network could be forged with such disparate and geographically separated schools.

COMPUTER NETWORK AND AUDIO VISUAL EXCHANGE

The computer linkage was in the form of a bulletin board run on a TANDY 2000 MICROCOMPUTER equipped with a HAYES 1200 SMARTMODEM. The software was developed by consultants hired through the project funds (Eckert and Ost, 1985). Basically the system worked as a three-tiered bulletin board. Each user was assigned a user name and a password. Messages could be sent to any other user name and that user would be notified that he/she had a massage when they logged on the system. The second tier involved sending a group message to everyone in a specific group, e.g. HOBART. When a Hobart user logged on he/she could look in the group mailbox and read these messages. Only users within a group could read and respond to their group messages. Finally it was possible to direct messages to a public board. Any user could read and respond to these messages. The districts could access the board from 8:00am to 5:00pm Monday through Friday on a toll-free number. See Appendix I for a sample of the bulletin board screen. In addition to the computer network, teachers and students were encouraged to exchange video-tapes of their field trips, audio tape interviews, etc. with other sites to widen the availability of local people resources. The university site had available to it tape editing and duplicating facilities and it was hoped this would encourage the students and teachers to produce large amounts of these resources.

THE SCHOOL DISTRICTS:

All five districts had at least one thing in common; that they desired to participate in this project. Other than that, they were quite distinctive. The following is a brief description of each.

HOBART TOWNSHIP: A group of very small towns clustered between several large cities. The district has few minority students except for a small population of Hispanics. It has a high level of unemployment. Children are described as insular in attitudes and beliefs, untraveled and non-verbal. The corporation is adjacent to steel producing areas in Hammond and Gary, an industrial port, and Dunes National Park which attempts to preserve the Lake Michigan shoreline. This district had a junior high program for four years prior to Project R.I.N.G.

NORTH JUDSON-SAN PIERRE: This is an isolated district situated in farm country on a very poor network of roads making the nearest urban center of even moderate size at least one hour in any direction. Students are described as non-verbal and poorly traveled. The district is located in one of the five poorest counties in Indiana. Within or near the district are two major wildlife preservation areas including the Jasper-Pulaski Preserve where a rookery for migrating fowl is located. This district had a gifted and talented program for grades 3-6 for three years.

LINTON-STOCKTON: This district is unique in this project in that all the students are housed in a single complex of buildings. It is much smaller in area than the other four. The district has high unemployment due primarily to the decline of the strip mine industry which is concentrated in Southwestern Indiana. Students are described by their teachers in terms similar to those used for the prior districts. A major ecological dilemma exists in this district since the major economic endeavor, strip mining, produces a great many problems such as highly acidic run-offs and land reclamation problems. This district had gifted programs for students for four years.

MARTINSVILLE: This was the largest, richest district. In many ways it typifies Gjeltenin's description of the new rural area (Lewis, 1982). Large numbers of people live in the district and work in Indianapolis. Many of these new residents swelling the populations are upper income professionals. The result is a district with a new population that contrasts with an older more traditionally rural one. One consequence is that identification must be handled carefully. It has two junior highs, one of which contains a higher percentage of the 'commuter' population. The resultant mean verbal IQ of selected students was seven points higher than in the school with the more traditional population (120.6 to 127.3). This district had no gifted program before this project.

BROWN COUNTY: A poor, traditionally rural district with an exception. This area has become a tourist center, and a thriving artist colony. It is in close proximity (18 miles) to Indiana University and many faculty reside within the district. There exists a large majority of students whose families are permanent, traditional residents of the county and a smaller group who are children of this newer, more transient, and by far less rural population. The district is extremely poor (again one of the five poorest in the state). A large reason for this is the fact that some 60% of the county's area is owned by the State of Indiana in the form of state parks and state forests. Many of the county's environmental problems arise from the number of tourists who tax the county's services without themselves paying taxes. This district had no program before this project.

Table 1 contains aggregates of some data about each district. Suffice to say the districts vary widely in size. Map 1 gives some indication of geographical placement and Table 2 illustrates the distance and time of travel.

THE STUDENTS

The project did not impose selection criteria upon individual districts for participation in the program. In the two districts which had programs in place identified students were selected. In the three districts implementing junior high programs, suggestions were made, but each district established their own procedures. In consequence selectivity varied greatly from district to district. Table 2 indicates the degree of selectivity of each district. A very selective procedures identified less than 5% of students in the grades served, moderately selective identified 6-14%, and liberal indicates percentages in a range of 15-25%. Because of different testing policies, not all districts provided IQ data, or comparable achievement test data. What is available is contained in Table 3.

ACTIVITIES:

The fall of 1984 was spent in preparation for the pilot unit in January, 1985. In the course of training an article on computer instruction was discovered (Chambers & Sprecher, 1980) and a clear implication from that study was that gifted students who participated in computer mediated instructional courses tend to drop out. The reason could be attributed to lack of personal contact, and face-to-face dialogue which overcame the novelty of computer instruction. To avoid this difficulty students were brought to campus in January to meet each other, the I.U. staff and consultants.

At the end of the project students were again brought to the I.U. campus to share results of their projects, to renew face-to-face acquaintances, and to tour campus facilities (e.g. Physics lab, electron microscope, Lilly Library rare book collection, etc.). A secondary activity involved a role-playing. Students attended a regional E.P.A. hearing to discuss possible actions and regulations concerning the imminent extinction of the Corvallis Beetle (see Appendix II). Conducted by the project director, the simulation was designed to help determine the extent to which students had assimilated the content and perspectives targeted in the environmental unit.

RESULTS AND DISCUSSION

The pilot project was bedeviled by problems. Some were occasioned by the hardware configurations, some by the software programs, and some by the problems of a new project in breaking through existing attitudes and defenses of the people and students involved (sometimes referred to as "wetware" problems). The following is a list of difficulties encountered by category.

Computer Network

The network came up one-and-a-half months late through difficulties with the software development. When the network did come up, in a preliminary form only two schools were ready to take advantage of it. Other districts were kept off for reasons that included one or more of the following:

1. Slowness in installation of proper phone lines.
2. Telephone service incompatability or unreliability.
3. Tardiness in ordering equipment (e.g. modems).
4. Incompatible modems (e.g. pulse tones in touch tone service areas).
5. Training inadequacies.

Once a corporation gained access their troubles weren't over. A major problem related to the defaults of the Hayes modem used by the I.U. site which required that students complete all log-off procedures rather than merely hanging up their call. If procedures were not complete, the entire system would lock on an error. Any problem with transmissions, etc., would do the same thing especially during the initial log on procedures, and would cause a system interrupt. If not closely monitored the interrupt precluded anyone else from using the network. This accounts for many hours of "downtime" and adversely affected usage.

Some more minor problems were identified and solved as the network grew:

1. Passwords were too long and too random (e.g. 1WXHQ3EMB9UUJOL). This caused problems especially with students who had poorly developed keyboard skills.

2. In mid-March a new, improved version of the network was implemented, but it was instituted at the expense of wiping out all existing messages.

Tables 5-8 indicate that network involvement is disappointing (though tending to increased usage over the course of the project.) In addition to the difficulties outlined above, other factors played a role in these statistics. Beyond the control of any of the participants was the exceptional number of weather related school closings, up to 20 days in one corporation. These occurred as the project was getting underway and crippled efforts to harness initial enthusiasm for the project to getting the network going. Also unanticipated was the staggered nature of spring breaks in the five districts. From the second week of March through the first week in April at least one district was on holiday every week. Finally, two factors which will be discussed in greater detail in later sections must be mentioned. First the student access to equipment was severely limited in some districts because they were limited to after-school or intermittent meetings (see service delivery). Secondly, teachers were reluctant in some cases, to allow access to everyone consistently. Reasons included:

1. Student keyboard skills were so elementary, they could not allow the time on the system to all.
2. Students had to be carefully supervised in system use. The amount of teacher time limited student access time.
3. The equipment was housed in a different building from where the gifted and talented classes met.
4. Teachers claimed it was more economical for them to arrange the message taking and would print messages for distribution. Despite initial cautions that it was imperative that students be given direct, personal access, this was not the case in every district. (See teacher training.)

For all of the above reasons, the statistics are somewhat depressed. Additionally, the problem of getting students on-line depressed the type of message flow. We found over and over again that students gave up easily if their messages were not acknowledged promptly. In consequence student generated social and informational material was at a minimum in the pilot unit.

The Information Exchange

This part of the project never reached fruition in so far as the student participants were concerned. Central staff efforts to coordinate video or audio exchange was frustrated by two factors that in concert were overwhelming.

The first was the tendency of teachers to avoid sending unedited or raw video out. These seemed to be a desire to avoid looking inept or foolish to fellow teachers. This occurred despite repeated requests for such exchanges. (See teacher training and suggestions for improvements.)

Secondly, the unit was designed for fair weather. Indiana in January-March is not conducive to the kind of field trips and observations that the unit required and which would have made more viable video-tape opportunities. The excessive amounts of time lost to weather related closings and spring breaks make this problem overwhelming. Moving the delivery of the unit to fall will ameliorate these problems.

Exchanges that did occur were very beneficial and students were laudatory about the information presented and exchanged at the two student meetings. (See statistical tables and representative remarks.)

The Thematic Unit

The environmental unit was chosen because it was judged to be close to every site's interest and resources. It would have been judged to be one that offered multiple options for student generated topics. It provided take-off points for addressing large conceptual ideas that inter-related sites in larger concerns. Finally it was to have allowed freedom for individual sites and teachers to approach these concepts in their own way and without imposing a mandated structure of presentation. These aims were noble but in them their exists two traps, both of which the project stumbled into.

The first is the dichotomy of process and product that often bedevils gifted education. Some sites focussed so tightly on the end production as a "show and tell". They forced students into selecting topics so early that students did not know what they were getting themselves into. They denied students the leisure to explore various options before they generated ideas for their own selections. Other districts were more open to student selection but made insufficient efforts to clarify the involvement of the students so as to construct a cohesive unit of study out the the disparate parts.

Secondly, the lack of "mandated" structure intimidated some of the teachers, especially those untrained in methods for facilitating gifted students and their projects (see teacher training). In consequence it was exceptionally difficult to extract from some districts any student goals or contracts (impossible in some cases). It was thus impossible for central site staff to judge the appropriateness, completeness, manageability, and integration of the project at site or individual student levels. It is necessary to rely on teacher perceptions of these and it is absolutely necessary that these teachers be properly trained if they are to do this. In some sense, the pilot project was itself a training program. Through several on-site visits and questionnaires, the teachers received some level of debriefing and instruction, and next year will be better. But it must be recognized that site-level monitoring will not always be adequate due to the unfamiliarity of some staff with gifted and talented methods.

The upshot of these problems was a less than adequate experience for some students. Products evaluated at the final meeting revealed a wide range of quality. Of the 41 small group projects only 17 were judged good or superior. Twelve were judged to be average, nine were poor and three were inadequate. At least 15% of the students were unrepresented by any project at all (see Table 4). An internal goal of 5% had been set by the central staff. These statistics are disturbing, but the sting is somewhat lessened by realizing that in three sites, students had never participated in programs for gifted before. This suggests that the kind of production looked for may not have had adequate preparation in independent study skills, contracting, etc. In two sites after school programs inhibited consistent participation. Finally, some of the students, whose products displayed less than adequate research and presentation skills performed well in the simulated legislative sessions. This suggests that the products (or lack of one) is not a total indictment of the learning that occurred in the project. Despite the disappointment a number of projects were excellent. Two of the Hobart projects (a computer simulation of dune erosion effects and an illustrated traffic flow effects report) will be put on permanent display at the Dunes National Park Information Center. An environmental game has been copyrighted and a large publisher has expressed interest in purchasing it. Videotapes, essays, a reclamation wildlife shelter, as well as group projects reports to service clubs and governmental boards were examples of some of the extremely well-done projects.

Service Delivery

It was hoped that this project would provide some evidence about the relative efficacy of extra-curricular programs. Though such efforts are rarely unequivocal, the results herein stated are fairly clear indicators that such programs are inferior to in school efforts, and may be less effective even than anticipated.

1. Students expressed greater resentment about the amount of work required.
2. Fewer students from these sites completed projects.
3. More students indicated reluctance to participate again.
4. There were more student absences due to conflicts with other activities (this was the result of informal observations by teachers in the project and not a statistical determination).

One positive statistic was noted in that one of the after school operations yielded greater student time on the network. This may, partially be attributed to a lack of competition for computer time and encouragement by individual teachers.

All things being equal (staff straining, identification, program design) we feel quite comfortable in asserting that after school programs are clearly unsatisfactory. In fact, it takes a great deal of slanting of the aspects mentioned above to bring the two into even competition.

Staff Training

One major miscalculation in staff training became apparent as the result of the pilot project. It was felt that the major need would be for teachers to gain information on the environmental materials and the technical aspects of the computer and information exchange. While this was needed, it certainly was not as essential as training the teachers in gifted and talented methods. In consequence a number of problems surfaced. Many of them have been alluded to in prior sections, but the level of the difficulty is one which needs reiteration.

1. Teachers needed help to facilitate student projects.
2. Teachers needed to feel more comfortable in contacting other teachers with problems.

3. Teachers need to feel less threatened by the "finished product" syndrome.
4. Teachers need to feel comfortable in evaluating student progress.

Efforts were made to accomplish some of these tasks, but because many of the districts are small and substitutes hard to come by there were too few general meetings. In consequence effort was made to visit each site often and to assist teachers with these difficulties. However, the number of visits possible due to the wide-spread geography of R.I.N.G. were too few to accomplish what was needed.

Project Successes:

Despite the cascade of difficulties, a great number of successes were noted. Throughout the year the outside evaluators noted that a good rapport developed between and among sites on the part of both student and teachers. We feel confident in saying that we did demonstrate the feasibility of the people network. Moreover, if our early experience in 1985-86 is representative, the network linkage is also being perfected. Already message flow is exceeding last year's peak usage, and more and more students are gaining social informational access. Other benefits accruing to project participants include:

1. It provided an awareness of environmental concerns locally, and provoked the concept for students that these concerns have potentially wider implications.

2. It provided a new experience for many in identifying a project goal of their own choosing and completing it. As noted earlier, at least four projects were displayed in the Dunes National Park Information Center and one project, an environmental game is being examined by a game manufacturer for adoption and marketing.

3. All districts received a great deal of positive publicity through local and regional newspapers. Communities were supportive and excited. We felt we had really tapped the pride and enthusiasm of these communities.

4. The project provided impetus to the districts to widen the scope of their offerings to gifted and talented students far beyond what had been the case. If nothing else was accomplished this was worth the effort.

5. It created a coterie of teachers who, in all but one case, were excited enough to actively seek to continue with a program next year.

6. Many students had their first extensive contact with the resources and facilities of a university campus. Several were sufficiently excited by the experience that they made new career plans. In personal interviews students expressed a feeling of new appreciation for a scholarly life and commitment. Certainly for some of our rural students this was a major expansion of their horizons.

FUTURE PLANS

Pilot projects should be learning experiences and experience can sometimes be a harsh teacher. We are, however, adequate students and as such have incorporated our lessons into the planning for 1985-86.

New Equipment: We are currently ordering a new computer (I.B.M. X.T. with internal PROMETHEUS MODEM and 20 MEGABYTE HARD DISK DRIVE) that will allow us a number of features and services unavailable before. Those immediately available include text editing, graphics transfer, and system operator/user interactive modes. With some development user/user interactive modes and windows to other information systems available at I.U. are feasible.

By allowing X-Modem transfer, the new system will permit students to edit a newspaper from stories generated at all sites. Targeted for January 1986, this will increase the interaction of students as well as facilitate information flow.

New Subjects: Last year's umbrella unit, the environment, provided a course of study that was easily adapted to the resources of the participating districts. Unfortunately, many students viewed the unit as primarily scientific. In 1985-86, we will expand by adding a unit, Indiana Immigrants, which could easily adapt strengths and interests of humanities courses (e.g. history, creative writing, arts, music, folklore, etc.). The environmental unit would be put in place during the first semester, the new unit would go on line in January. This also answers a second concern, that the environmental unit, which depends heavily on field trips and site observations needs to be in place during the fall when the weather is more dependable.

New Partners: Two new school corporations (Vincennes and Crothersville) will be added to the network. The training for these districts will occur during the first semester, and they will come on line with the Indiana Immigrants unit second semester.

New Units: The new unit alluded to above will stress the role of the immigrant in the development of Indiana. From native Americans through recent groups of Asian immigrants, waves of people have come to this area to stay and leave their imprint on the life and culture of the state. The unit will forge a linkage between university history and folklore experts, as well as resources from the Indiana Historical Society, the Hoosier Heritage Society, and the Indianapolis Children's Museum directly to students at each site. The array of potential projects, historical researches, fictional diaries, historical dramas, films, pictorial essays, etc., are rooted in local resources and local opportunities. At the same time, each district will be enriched by the interchange of student efforts and community resources. It provides the opportunity for students to see that patterns are wider and more intricate than a purely local study might show.

To this effect teachers will be in-serviced in the goals, content, and methodology they may require. In addition, the computer network will be opened to them to allow interchange of ideas and resources with each other and the content consultants.

Work will also be done to increase the integration of regular classroom instruction for the identified student into the goals of the special project. As a result of the pilot project, all districts will include the R.I.N.G. project as a part of the regular school day. More teachers (and disciplines) will be included with the establishment of team instruction in four of the five sites. Curriculum development will include devising strategies for the inclusion of new disciplines and even greater involvement of community resources. Also planned is an information newsletter, electronically edited and formatted by students at the Linton site that will facilitate dissemination of student and teacher generated activities, interviews, and research, in and among all the sites.

Training and development activities will be increased to assist teachers in their efforts to implement the expanded offering since this appeared to be our weakest area in 1984-85. Two two-day seminars for the staff will be scheduled with a series of presentations by teachers from the pilot project, project coordinator and director, as well as content area experts will be given over a two-day period. Concentration will be on developing teaching methodology and facilitation skills. The project coordinator will offer two supplementary workshops at each site, one each semester, in addition to periodic visits to assist staff in directing student research and production.

New Directions: A pilot project will be instituted to link students to undergraduates on the university campus majoring in areas germane to the student's project or interest on the computer network. This will benefit those students in allowing them access to content expertise, and by providing a mentor whose major duty is to monitor the student's progress in his project, clarify procedures, offer technical assistance, and encourage frequent reports. The process will be limited to one or two schools in the second semester while the efficacy and economy of the linkage can be examined.

IMPLICATIONS

The R.I.N.G. project illustrates a technically feasible, interactive educational system for isolated and small rural districts. It is flexible, and fairly economical (outside its development phase). Schools within districts can be linked as well as widely scattered districts. Theoretically there is no limit to the type, location, or size of districts that could form such linkages. If cooperative efforts could be forged between resource and information centers (e.g. universities, museums, libraries) to delivery the teacher training and resource services, clusters of schools in one state could link to clusters in another area of the country. Students could form a national network to do research projects on truly national problems. Even international linkages could be formulated.

We subscribe to Gallagher's assertion that good gifted education exposes students to other places, other people, other times, (Gallagher, 1984). In rural America such education is even more critical because of the tendancy toward an inwardness and a self-satisfaction (Mathews, 1982; Spicker, et. al, 1985). This project offers a staggering potential to accomplish just what Gallagher recommends. We have seen enough promise in the opening phases of R.I.N.G. to consider these not as flights of fancy, but as real possibilities.

Howard H. Spicker is Professor of Education and Director of the Office for Gifted & Talented Programs at Indiana University. He received his Ph.D. from Peabody College of Vanderbilt University in 1963, was Chairman of the Department of Special Education, Indiana University, for twelve years and served as president of CEC's Division for Early Childhood. His present research concentration is on the special identification and programming needs of rural gifted students.

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W. Thomas Southern is completing a doctorate in Special Education with a concentration in Gifted and Talented at Indiana University, where he is currently Assistant Director of the Office for Gifted & Talented Programs. He is also coordinating a computer networking project for gifted rural students (Project R.I.N.G.) and constructs simulation designs for gifted students in Indiana University's College for Gifted & Talented Youth.

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TABLE 1. R.I.N.G. SITE CHARACTERISTICS

Site:	# of Junior High participants/grade	# of Elementary participants/grade	@ School Corp. size K-12/Yrs experience w G/T programs	# of Teachers assigned to project delivery system
A-Hobart	20/8th only	0/NA	1,100 / 4	6-integrated content team team teaching
B-North Judson	15/7th & 8th	14/5th & 6th	950 / 3 elem	6-after school & resource teachers
C-Linton	24/7th & 8th	20/4th & 6th	980 / 4	8-integrated in content and resources teachers
D-Brown County	16/7th & 8th	0/NA	1,200 / 0	2-Activity period. Team teaching
E-Martinsville (2 junior highs)	28/6th, 7th & 8th	0/NA	5,500 / 0	3-After school team teaching

TABLE 2. MILEAGE/HOURS OF TRAVEL BETWEEN R.I.N.G. SITES

	HOBART	NORTH JUDSON	LINTON	MARTINSVILLE	BROWN COUNTY
IU BLOOMINGTON	200/4.0	185/3.5	50/1.0	18/.5	19/.5
HOBART		45/.75	235/4.5	180/3.5	220/4.5
NORTH JUDSON			235/4.5	165/3.5	200/4.0
LINTON				60/1.0	70/1.5
MARTINSVILLE					40/1.0

TABLE 4.

Site:	Percent of Completed Projects	% of Students indicating they would not participate again
A-Hobart	100%	25%
B-North Judson	93%	14%
C-Linton	85% (Junior High only)	20%
D-Brown County	75%	18%
E-Martinsville	62%	24%

TABLE 3.
STUDENT DATA AND SCHOOL SELECTIVITY - part 1

Site:	Degree of Selectivity	Major Reliance On Formal instruments for selection	Major Reliance on Informal instruments for selection (e.g. teacher ratings)	Balance of Two Procedures
A-Hobart	Liberal			X
B-North Judson	Moderately selective		X	
C-Linton	Liberal		X	
D-Brown County	Moderately selective	X		
E-Martinsville	Very selective	X		

STUDENT DATA AND SCHOOL SELECTIVITY - part II

Site	IQ* Verbal	IQ-Quantitative	IQ Non-Verbal	ITBS Vocabulary	ITBS Reading	ITBS-total Language	ITBS Concepts	ITBS-total Battery
Hobart (Males)	110	126	125	72	78	81	88	85
(Females)	112	110	107	69	74	71	73	6
TOTAL	111	117	116	70	76	76	81	81
N. Judson (Males)	110	NA	NA	NA	NA	NA	NA	NA
(Females)	121	NA	NA	NA	NA	NA	NA	NA
TOTAL	120							
Linton (Males)	NA	NA	NA	78	90	88	83	96
(Females)	NA	NA	NA	75	80	88	82	93
TOTAL	NA	NA	NA	76	84	88	82	94
Brown County (M)	123	137	130	NA	96	NA	98	97
(Females)	118	111	113	NA	95	NA	75	95
TOTAL	121	124	122	NA	96	NA	88	96
Martinsville (M)	124**	--	--	90	89	NA	91	NA
(Females)	125**	--	--	85	86	NA	88	NA
TOTAL	125**	--	--	87	87	NA	89	NA

*Cognitive Abilities Test
**Otis Lennon School Abilities Test

Table 5. NETWORK USAGE TABLE

	(R) Researchers	(S) Students	(T) Teachers	Messages Read	Messages Sent	Total
Week 1	6	2	2	17	11	49
Week 2	5	5	3	14	24	76
Week 3	22	22	15	70	56	224
After 3rd week	33	29	20	101	91	349
Week 4	11	23	10	39	30	269
Week 5	4	20	17	94	24	301
Week 6	9	13	8	39	9	193
Week 7	23	24	10	111	21	334
Week 8	12	1	9	20	7	72
After 8th week	92	110	74	404	182	1,518
Week 9	10	40	10	75	17	252
Week 10	6	17	4	66	13	172
Week 11	8	8	1	21	20	141
Week 12	7	10	3	44	13	185
Week 13	3	5	12	107	13	268
End of Program	126	190	104	717	258	2,536

Table 6. Sample Use Week #3 (2/25-3/1)

	Requested by	User Status	Read/Sent		Duration(minutes)
2/25	IU Bloomington (4)	R	4	1	16
	Linton (1)	T	0	0	0
	Martinsville (1)	S	0	0	0
	Hobart (1)	S	0	0	1
2/26	IU Bloomington (1)	R	8	6	3
	Linton (1)	S	1	2	17
	Martinsville (9)	S-9	27	22	57
2/27	IU Bloomington (5)	R	7	4	22
	Linton (2)	S-2	1	2	17
	Martinsville (6)	S-1, T-5	3	5	45
2/28	IU Bloomington (9)	R	8	4	37
	Hobart (2)	T	1	1	8
	Martinsville (2)	T-1, S-1	2	1	8
	North Judson (6)	S-4, T-2	3	2	45
	Brown County (1)	S	0	1	3
3/1	IU Bloomington (3)	R	4	1	14
	North Judson (2)	S-1, T-1	2	0	4
	Martinsville (3)	T	0	6	43
	TOTALS:				
	IU Bloomington (22)	R	31	16	92
	Linton (4)	S-3, T-1	2	3	25
	Martinsville (21)	S-12, T-9	32	34	151
	Hobart (3)	S-1, T-2	0	0	4
	North Judson (8)	S-5, T-3	5	2	49
	Brown County (1)	S	0	1	3
	59	R-22, S-22, T-15	70	56	224

Table 7. Sample Use Week #7 (3/25-3/29)

	Requested by	User Status	Read/Sent		Duration(minutes)
3/25	IU Bloomington (1)	R	0	0	42
	Martinsville (1)	T	3	0	6
	Hobart (1)	S	2	0	42
3/26	IU Bloomington (6)	R	29	5	35
	Linton (3)	S-1, T-2	10	0	12
	Martinsville (1)	S	2	0	3
	North Judson (1)	T	9	1	11
3/27	IU Bloomington (9)	R	5	2	20
	Martinsville (5)	S	7	3	30
	Hobart (2)	S-1, T-1	2	0	3
	North Judson (2)	T	5	0	11
3/28	IU Bloomington (4)	R	1	2	13
	Martinsville (6)	S	13	2	18
	Hobart (2)	S	1	0	18
	Linton (1)	S	0	1	14
	North Judson (3)	S-1, T-1	4	1	10
3/29	IU Bloomington (4)	R	14	1	12
	Hobart (4)	S	3	2	25
	North Judson (2)	S-1, T-1	1	1	9
	TOTALS:				
	IU Bloomington (23)	R	49	10	122
	Martinsville (13)	S-12, T-1	25	5	57
	Linton (4)	S-2, T-2	10	1	26
	Hobart (9)	S-8, T-1	8	2	88
	North Judson (8)	S-2, T-6	19	3	41
	57	R-23, S-24, T-10	111	21	334

Table 8. Sample Use Week #13 (5-6/5-8 partial week)

	Requested by	User Status	Read/Sent		Duration(minutes)
5-6	IU Bloomington (1)	R	1	1	4
	Brown County (3)	3-T	12	2	24
5-7	IU Bloomington (1)	R	0	2	31
	Public (1)	Public	20	0	2
	Linton (1)	T	5	0	6
	Martinsville (4)	4-S	19	1	68
	Hobart (1)	T	6	0	18
	North Judson (3)	3-T	9	0	25
5-8	IU Bloomington (1)	R	7	3	16
	Martinsville (2)	1-S,1-T	11	4	38
	North Judson (3)	3-T	8	1	36
	TOTALS:				
	IU Bloomington	R	8	6	51
	Brown County	3-T	12	1	24
	Linton	T	5	0	6
	Martinsville	5-S,1-T	29	5	106
	Hobart	T	6	0	18
	North Judson	6-T	17	1	61
	Public	Public	20	0	2
	21	R=3, S=5 T=12, Public=1	107	13	268

MAP 1. PROJECT R.I.N.G. LOCATIONS

A - Hobart Township

B - North Judson-San Pierre

C - Linton-Stockton

D - Brown County

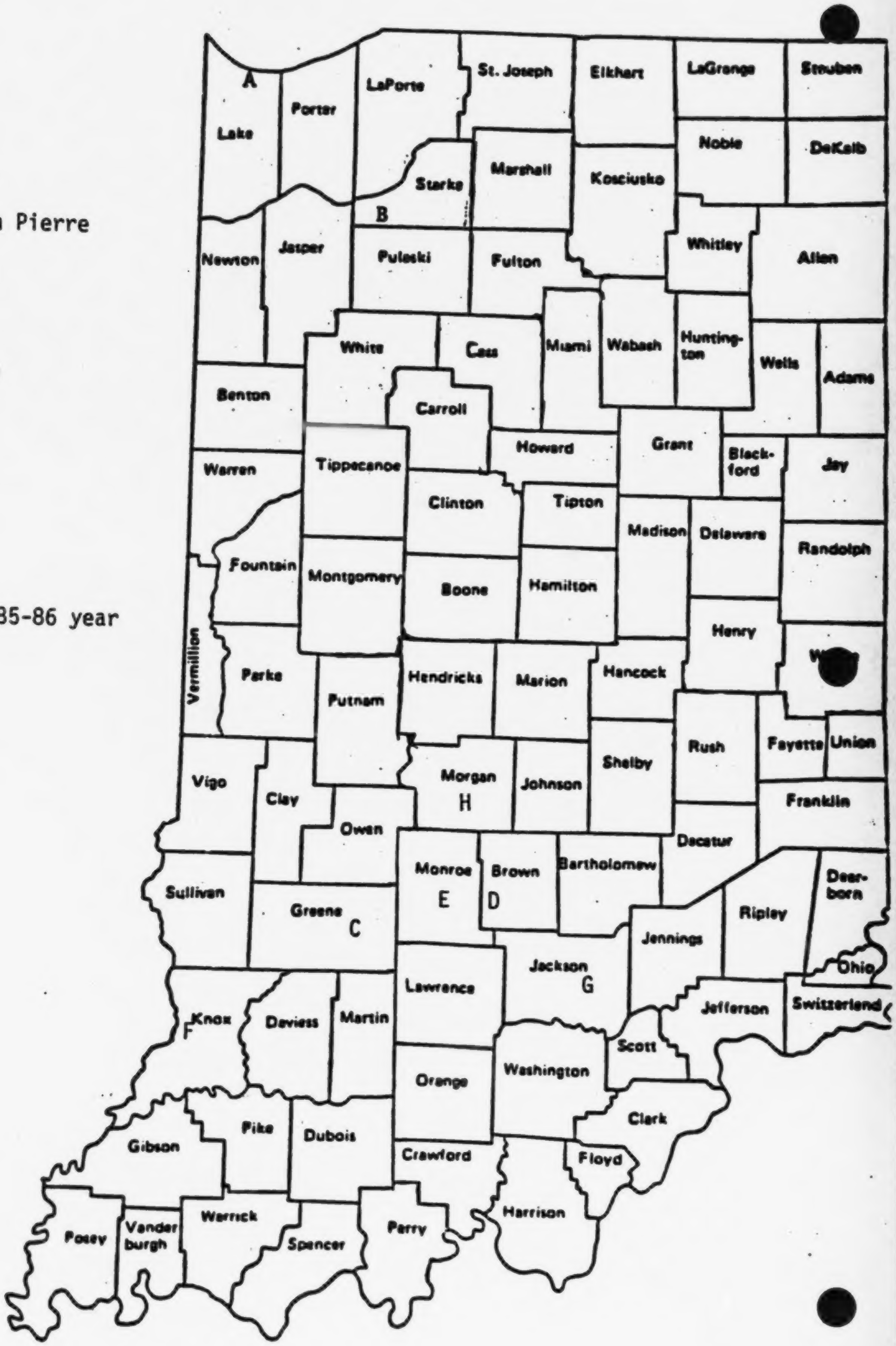
E - I.U. Bloomington

F - Vincennes*

G - Crothersville*

H - Martinsville

* new units for the 85-86 year


A
Lake
Porter
LaPorte
St. Joseph
Elkhart
LaGrange
Steuben
Noble
DeKalb
Starke
B
Marshall
Kosciusko
Newton
Jasper
Pulaski
Fulton
Whitley
Allen
White
Cass
Miami
Wabash
Huntington
Wells
Adams
Benton
Carroll
Howard
Grant
Blackford
Jay
Warren
Tippecanoe
Clinton
Tipton
Madison
Delaware
Randolph
Fountain
Montgomery
Boone
Hamilton
Henry
Vermillion
Parke
Putnam
Hendricks
Marion
Hancock
Wayne
Rush
Fayette
Union
Vigo
Clay
Morgan
H
Johnson
Shelby
Franklin
Owen
Decatur
Sullivan
Monroe
E
Brown
D
Bartholomew
Dearborn
Greene
C
Ripley
Jennings
Ohio
Jackson
G
Lawrence
Jefferson
Switzerland
Knox
F
Daviess
Martin
Scott
Orange
Washington
Clark
Gibson
Pike
Dubois
Crawford
Floyd
Harrison
Posey
Vanderburgh
Warrick
Spencer
Perry

BEST COPY AVAILABLE

```
RINGnet Mail Service
(copyright)1985 OGTP/Indiana University
****************************************
Main Menu

User> IUBTON:DAVID
Mailbox>  DAVID  has 7 letter(s)
                 ( 7 is/are new )
_______________

What would you like to do?
      <1> Change Mailbox
      <2> Read Mail
      <3> Send Mail
      <4> Say Goodbye

Type your choice and press <RETURN>: 2
________________________________________
READ Mail Menu
****************************************
Mailbox> DAVID

What would you like to do?

      <1> Look at envelopes
      <2> Read a letter
      <3> Stop reading (Exit)

 Type your choice and press <RETURN>:

 Type your choice and press <RETURN>: 2


Mailbox>  DAVID

Which letter number?(0 to Exit)
Type your choice and press <RETURN>: 6

LETTER NO. 6  (new)
From: MESTEACH in: MARTINS
To: DAVID    in: IUBTON
Dated: 10-07-1985 at: 10:40:49AM
About: END OF LETTER
About:
ON THE COPY AND NOT ON THE MASTER.
PLEASE DO THAT WHEN YOU COME BACK.


SEND Mail Menu
****************************************
<ENTER> on blank line=Letter Finished
<ESC>=Quit letter,<BACKSPACE>=Backspace
****************************************
To:MESTEACH
In:MARTINS
About:configuration
About:
 xt of letter:
  will call you with the new con
>figurations so we can do them while
>you are looking at the screen.  Call
>at 2:00 p.m. 10/10.
>

Session ENDED at 11:54:50AM  Read: 4 Sent: 0
```

APPENDIX

Congressional Regional Hearings on Environmental Impact

May 10th will see a series of congressional hearings on whether or not suspend the ordinary protection provisions for the Corvallis Beetle (Scarab Oregonensis) as an endangered species. A number of lobbying groups have requested that the ordinary provisions of the endangered species act be suspended for what has been termed a "silly old bug".

The Corvallis Beetle has only four known habitats left and these are scattered around the state of Indiana at:

1. Dunes State Park
2. The Kankakee River marshes
3. Western Morgan County
4. Western Green County

All other ranges for this insect have seen the decline and disappearance of the species through an acceleration of the use of broad spectrum herbicides and the increasing amounts of acid rain in the northeast. The above four sites have the only identified populations extant. This insect lives the major part of its life cycle in and around marshy still waters. In its larval stage it feeds extensively on mosquito nits and larva. In the pupal stage, it is an extremely virulent hunter of mosquito eggs and larvae.

The adult maintains an apparatus that allows him to attach to cattle and humans in order to feed on blood. The insect has no known diseases that it carries but farmers are adamant that it causes great damage to the herds of cattle it feeds on.

The Corvallis Beetle is not prolific and raises only one generation per year. The larval form are prey to bass and other game fish that particularly like to feed on them. Unfortunately, this species is extremely susceptible to the use of herbicides that are sprayed on fields to control pre-emergent weeds in cash crops. The eggs will also not develop in water that is highly acidic. The upshot of this situation is that the EPA is calling for a ban on the use of such products within the ranges favored by this beetle. Secondly, all development, mining, and construction would have to be abandoned for these sites. Finally, traffic in Dunes State park would have to be curtailed, particularly during the season where most of the beetles would be producing eggs.

The purpose of the hearings would be to determine if:
1. One or more of the sites should be exempted from protection.
2. The species should be allowed to perish.
3. Some other compromise might be found.

Expected to testify would be people from Farm Bureau of Indiana, EPA experts, State naturalists, State park officials, Coal company spokesmen, Bass fishermen's organizations, construction industry representatives, and Sierra Club representatives. Independent farmers and other interested citizens are urged to attend.

Dr. Jeff Holland
Thursday, Oct. 10
11:30 - 12:30 PM

UCA
University of Central Arkansas • Conway, Arkansas 72032

PROPOSAL FOR PRESENTATION
National Rural Teacher Education Conference
Bellingham, Washington
October 9-11, 1985

Title of Presentation

Mentor Program for Observation Students from the University of Central Arkansas and Gifted Students from Vilonia School District

Presenter

Dr. Jeff Holland
Director of Student Teaching
University of Central Arkansas
Box UCA-UG
Conway, Arkansas 72032
(501) 450-3131

Session Format

Slide presentation

Proposal Abstract

Objective

This presentation is designed to provide the participants with an overview of the development and implementation of the Mentor Program at the University of Central Arkansas and the Vilonia Public Schools.

In April, 1983 the Vilonia School District submitted to the Arkansas Department of Education a proposal for funding a Gifted and Talented Project. This project was funded by the Department for two years (1984-85).

The major elements of this Project include an awareness phase, a needs assessment phase, and a program planning and implementation phase.

During the awareness phase, the teachers at Vilonia Elementary School participated in workshops to assist them in the identification of gifted students and the development of programs to meet their needs. The University was involved during this phase in the selection of tests to determine gifted students and in the development of criterion to be used in the selection of students for the Project.

As part of the awareness phase, the teachers were asked to select any students who might benefit from a Gifted and Talented Program. After the students were identified, their parents were asked to fill out questionnaires to further assist in the selection process. When this process was completed, it was determined that there was a need for a Gifted and Talented Mentor Assisted Program.

Students in the observation and participation classes who had a grade point average of 3.00 or better were given an opportunity to participate in this project. Twenty students volunteered to be mentors. These mentors then met with public school officials one day for a two-hour training session where project reporting forms were explained. These twenty mentors were then assigned to some 45 elementary students to begin their work in the Gifted and Talented Project. Mentors met with their two or three gifted and talented students one day each week for a two-hour session. The first two sessions were devoted to determining what projects the mentor and the gifted students would develop. During the next eight to ten sessions, the mentor served as a facilitator, providing information and materials when needed. After the projects were completed, the students presented them to either their classroom or to larger groups, which may have included the entire elementary school and parents.

This program was evaluated by the mentors from the University, the University and public school staff, and parents. The results of these evaluations will be presented at this session.

THURSDAY NOON, OCTOBER 10, 1985

* * LUNCHTIME ADDRESS * *

"A TEACHER EDUCATOR LOOKS AT RURAL EDUCATION FROM WITHIN,
OR
MY YEAR WITH 27 FIRST GRADERS"

BERNARD R. BELDEN
PROFESSOR OF EDUCATION, OKLAHOMA STATE UNIVERSITY

A TEACHER EDUCATOR LOOKS AT RURAL EDUCATION FROM WITHIN,

OR

MY YEAR WITH 27 FIRST GRADERS

Bernard R. Belden

Professor of Education

Oklahoma State University

Recently I returned to the elementary classroom after 30 years in teacher education. I had always been too busy and too involved to take a sabbatical of any kind. But finally my need to feel relevant and to know first hand about schools and children overcame the busy comfort of long established routines. I was concerned about my credibility with my students knowing that teacher education students today face situations that I had never encountered in the 1940's. I was conscious of my experience bias every time I said or thought, "Now it wasn't like that back when I was teaching." I found it difficult to be relevant when I justified my teaching and advising about reading instruction from the work of writers and researchers that I had never validated from my own experience in the classroom.

I sought and located a school in a rural area on the edge of the Ozarks where the incidence of poverty is extremely high and enduring. I looked for the poverty because I suspected that many of the problems children have in school settings have their beginnings in the conditions of poverty that they face at home. I sought a rural assignment because many of our students in teacher education come from small schools and many find jobs in these schools.

With a background in reading education, I was hired to be a first grade teacher. I came to the school the without rank, title and privilege that I had been so long accustomed to. Here I wasn't the expert, just the new teacher in the building. I was just one of 20 teachers and other professionals in this school. I was now responsible for 27 children assigned to me. Much to my surprise it was this human dimension, not the school, not the curriculum or even my teaching, that became the major source of learning for me.

What Is It Like From Within?

First, teaching is fatiguing and health endangering. The 7:30 a.m. to 4:00 p.m. grind with no time free of responsibility is exhausting. An old friend warned me that I was not in proper physical condition to handle the ordeal, and she was close to being right. Many a day I walked back to my apartment, sat down, opened my newspaper, rested my eyes a bit and discovered it was 9:00 and dark. I had supper and tomorrow's preparation still ahead of me. I finally adjusted to the stress and work by adding an additional hour of sleep to my daily routine, and by loosing 20 pounds during the first eight weeks. There were many days I swore that no one over 40 should be doing this. Beyond chronic colds with continuous reinfection, falling off the merry-go-round and walking in a crouch for two weeks, and two bouts of head lice, I survived the 180 days.

Life within the classroom is an emotional roller coaster. No one warned me about the emotional investment you use up when you live with 27 six- to seven-year-olds. No one warned me about Monday mornings--after two days alone with their families many of the children were exhausted from the lack of rest, care, and food for some. They were rung out from the quarrels and fights of their homes. Further, no one prepared me for the honest outpouring of love and affection from the children. They demanded much from me--from touching and holding to listening and empathy.

Life in the school is professional reality. After the year of trying to use the educational objectives, methods and materials of the establishment I am utterly bewildered by their lack of relevance. It appears that the master planners of schooling use measurement data that recognizes means, medians and other measures of central tendency, but fails to acknowledge the nature of range and variability. Directions, methods and material for the average is not what I needed. I wanted support and materials for children who weren't average in ability, achievement, experiences, language development, physical condition, etc. You and I can buy shoes for adults in 13 different sizes, six different widths, with numerous heights in heels and almost infinite variety of style, color and materials. But I still can't find a single story written on three different levels of difficulty to accommodate the variety of levels of ability in my classroom.

The school can be, and for me was, an experience in personal/professional bonding. Twenty professionals working with some 350-400 children need personal and professional support systems. Adults need adults in their lives between 7:30 a.m. to 4:00 p.m. The 15-minute recesses for those who were not on duty became a time for reaching out for survival, for sanity, for laughing, for crying and for sharing emotionally. I still cannot believe the degree of intimacy achieved in the short year I was there. It has never happened to me to the same extent in a college faculty.

What Did I Learn?

Most of my classroom teacher friends and former students usually comment on my experience with statements such as, "Now you know what it's really like." They are right. I have a different picture of the real world of schooling.

Let me share with you some of my observations about rural schooling and rural children.

The most promising professional development that I observed was what I would call the professional child-teacher support team. It reminded me of the help Moses got from his staff when he was fighting the Canaanites. When he held his arms up, Moses' army was winning the battle. But when his arms got tired and he lowered them, the Canaanites came on strong. Finally his staff started to hold his arms up to support him to win the battle. Like Moses I got tired, ran out of solutions, and needed help and support.

I shared a dozen of my children with the learning disabilities teacher, the teacher of the educable mentally handicapped, the reading specialist, the speech therapist, the Indian tutors, and the counselor. These mainstreamed children were getting help and their teacher support that wasn't available 10 years ago. The relatively small school, the close personal-professional relationships made the work of these special people terribly important. With good leadership, these child-teacher support teams could be the single most important contribution of the school in the lives of our children.

When I referred to reality earlier, I complained of the failure of the system to recognize the variety that is the natural condition of the groups of children as learners. Our failure to speak out and halt mass produced and uniformly applied education for children will result in continued lack of progress. My rural-experienced children had a most difficult time with their first prescribed reading book. The book described the experiences of children visiting an urban park zoo. Zoos seemed a reasonable choice for six-year-olds. But children's park zoos aren't common experiences for country children. Most of my children had just had their first teeter-totter ride at school. Only two of 27 had ever been to a zoo. The nearest one was 100 miles away. My children were not inexperienced but they were missing these experiences which the author of the material had counted on to bring meaning to this first attempt in learning to read. The book produced for mass sales, produced zero learning. Ruralness ought not be a handicap. It could be an advantage.

The most important finding of my experience relates more directly to the children themselves. The one aspect of their lives that was so pervasive that everything else I learned about them paled by comparison, was their poverty. These little ones taught me that poverty is a multihandicapping condition that is imposed upon children by their family and community environment. Their poverty marked them in a variety of significant ways.

Economic poverty was real for these children. Nineteen of the 27 children participated in the school's free breakfast and lunch program. These meals were absolutely essential to sustain their health and growth.

Dolly and Pete are children who came from families with fewer resources than most. Additionally, their families seemed less able to manage with what they did have than other families in similar circumstances. All through the school year these children did not bring from home the pencils, crayons and other material things which would indicate support.

Dolly shared a bed with an eight-year-old brother and a five-year-old sister. On cold nights the children usually slept in the clothes which they had worn to school. Dolly's sister frequently wet the bed and soiled the other children as well. In the morning, the children came to school in the clothes they had slept in. The family did not own a washing machine and did not have money for regular trips to the laundromat. This made Dolly's poverty real and oppressive to her. Frequently, when Dolly arrived at school, I traded her clothes with clothes from my emergency collection, and put hers through the school's washer and dryer. Later in the day we would trade back.

Pete's family had trouble paying their rent all year long. They would put up a month's rent, stay in that location two or three months, and then move on when the landlord evicted them. During a couple of the colder months of the year, another branch of the family from another part of the state moved in with them. The little three-room house they occupied was crowded with six children and four adults. During the last week of school Pete reported that they were moving again. This time they were going to pitch a tent in the woods and live on a creek bank until it got cold.

Charlie was also a victim of economic poverty. He lived with his father outside of town some three miles off the paved road. Charlie's father was a dropout from society. He came to the hill acreage to subsist. He raised a good garden, a couple of hogs and a few chickens. He worked only when he couldn't barter and needed cash. The tarpaper insulation on Charlie's house had not been covered with permanent siding.

The one-room house was about 10 feet square with a fireplace that provided the only heating, cooking and lighting. There was no plumbing or electricity. Household furnishings consisted of a double bed, a chair for the father, and a small table and two chairs. Outside stood an old car which occasionally ran.

But Charlie's poverty was not as oppressive to him as Dolly's and Pete's poverty was to them. Charlie often had a new pencil or a box of crayons. However, during the school year his father became seriously ill after having put off needed medical attention for weeks. Charlie spent over two months living with casual friends down the road. The family that took Charlie in was as poor as Charlie's.

Poverty is hard on children, but they tend to be stoic about it. Frequently, the teacher and the school are the only hope the children have of dealing with the economic deprivation which engulfs them. Little learning and progress can take place unless the teacher recognizes and adapts teaching-learning experience to accommodate poverty's children.

It is not economic poverty alone which can cripple the child-student. I witnessed the children in my first-grade class experience a poverty of personal security. The lack of security was more pervasive and debilitating than the economic poverty in their lives. Children from all economic levels were affected. Insecure children find it difficult to understand where they stand with the adults in their lives. Several of the children in my class were born into families in which they had never acquired a sense of security. Others had only recently experienced the loss of personal security.

Helen's and Sharon's fathers had recently lost their jobs while working in other areas of the state, and had returned home during the crisis. Susan, Charlie, Rhoda, and Connie had earlier experienced the separation and divorce of their parents. During the previous year and a half, family breakups and dislocations had occurred for Ronnie, Dixie, Kennie, Katie, Howard, Betty and Paul. These severe family crises involved nearly half of the children in my class. Unemployment and parental separations had thrown these children and their families into economic poverty and emotional turmoil.

Paul's custody was awarded to his father by the court upon his parents' divorce. His two sisters were placed in the custody of the mother. Paul transferred to our school when his father decided his life couldn't accommodate Paul's aggressive response to his parents' divorce. Therefore, one weekend without a word of explanation or warning to Paul or his mother, the father merely gathered up Paul and his two bags of personal effects and dropped him off in front of his mother's house. Paul's mother was less able to cope with this distraught seven-year-old than his father was. Paul's sense of being abandoned by the adults responsible for his nurturing made his life even harder. He caused trouble on the school bus and was marked as a troublemaker the first day he entered our school. Three teachers disciplined him by noon for having fought with and bloodied other children at recess. Paul's hurt and lack of security were clearly visible to anyone who could see the torment in his eyes.

Connie was a beautiful child who dogged my footsteps the first weeks of school. She always kept me in view. After several weeks when she stopped following me around, I asked the school counselor if she understood why Connie's behavior pattern had changed. It was pointed out to me that perhaps I was the first male figure that had remained in

Connie's environment long enough for her to feel confident that I would be there the next day.

Helen's father lost his job and returned to the family home, but was unable to find work in this area either. Helen mirrored the uncertainties in her home by an almost constant level of complaining and whining about everything and everyone. No one could please her--friends, classmates, or her teacher. She was reflecting the concerns of her mother and father as they struggled with their circumstances. Suddenly, without notifying the school, the family left town one weekend in November. No destination was ever communicated to the school nor was a request for Helen's records ever received from another school.

I witnessed further "poverties" among these children. Economic poverty and lack of security bred additional poverties of the human spirit, not the least of which was poverty of kindness. Adults, who are themselves impoverished and insecure (and may not have experienced little else during their lifetimes) are not likely to demonstrate gentleness and kindness to their children. Often the simple courtesies, the necessary care and nurturing, the respect for their unique humanness was missing in the lives of these children because of the stress and failures in the lives of their parents.

Rosemary could give no kindness to another child. She always had to be first in line for every activity, even if this meant elbowing and shoving away any other child who happened to have arrived first. Rosemary's alcoholic father was reported to be a mean and rough individual who showed no kindness to her or her mother.

Katie, who arrived at school one morning in mid-semester from a neighboring state, explained they had moved "because daddy was beating" them. By the following Monday Katie's mother had returned with her to daddy. Dixie, who also returned to the community "because daddy was beating" them, remained with us. Sally, her younger brother and mother moved back to this community because their step-father was abusing the children. He was particularly bad when the demons spoke to him.

Pete never flinched when someone made a quick movement near him. If he flinched or ducked at home he would get a slap in the head.

Marie suffered from a bladder infection that went unattended for weeks. She frequently needed to be held and comforted to get through the school day. After considerable urging by the school nurse, medical help was secured. In a few weeks there was a dramatic change in Marie's vitality and attentiveness to school lessons. Did you know you could get a measure of a bladder infection from an achievement test?

It is evident from these histories of the children, amply acted out in their classroom activities and relationships, that they suffered from a poverty of peace in their lives. The conditions of their home robbed them of essential ingredients of their childhood and the normal day-to-day development which would have enhanced their learning and personality growth.

Over half of the children in my class had experienced long periods in their lives where there was little calm or serenity in their households. In those families that had experienced separation and divorce, most of these upheavals were still open sores in the lives of the parents and children. Ronnie was a weekend visitor in his father's home. Any change in the classroom routine on Friday afternoons worried him into a state of near panic. If I unexpectedly announced a trip to the library or outdoor games, Ronnie would beg to stay in the room so his Granny would be able to find him.

Bill's mother had remarried in August before the start of the school year. By November Billy's mother had left her new husband and returned to her family's home with Billy. The family home included the mother's younger brother who shot and killed a man in a bar located next door to their home. The man was tried and convicted of murder during the school year. All of the events of the trial were reported in the community newspapers.

Sharon's father, who had lost his job during the summer, moved his family into his parent's home. He continued to search for the kind of work he was trained to do throughout our part of the state. After each failed attempt to find work, coming home meant coming back to quarrels and fights with his wife and his father. The four months during which this situation continued changed Sharon from a happy child to a domineering harpy who made her friends do her biding or suffer the loss of her friendship and the withholding of her favors.

It is little wonder that these children from broken and unstable homes were themselves the creators of turmoil in the classroom and on the playground. Their daily experiences were of the kind that impoverished the human spirit. Although some parents were able to provide nurturing, living support to their children despite the hardships they suffered, other parents seemed unable to rise above the dispiriting depression of poverty. In turn, they passed on a poverty of spirit to their children.

An exception was in Betty's case. She had a grandmother who provided her with little trinkets that mean so much to a young child. One week she might receive a comic book, a cutout doll book, or her name embroidered on a blouse. These possessions were labels of love and self-esteem which gave her status, freedom from the appearance of poverty. Charlie also received a lift to his spirit and self-esteem when he was placed in his father's custody for the first time. Charlie no longer lived with foster parents but with his own father. Even though Charlie became more deprived in a material sense, his emotional condition improved greatly.

By contrast, Pete was almost always down. The quality of affection in his home was minimal, with much nagging and slapping the order of the day. Often he wore pants that were too large for him, which had to be held up with a piece of clothesline, and the soles of his shoes were tied on with a string. His spirit was like his clothes, barely held together and frequently broken down. Pete was shunned by his classmates and often cried or withdrew from the group.

Dolly's father saw the children off to school in the mornings since her mother worked a 4:00 a.m. shift as a dishwasher at the 24-hour truck stop. In September, when the daily temperature rose into the 95 to 100 degree range, Dolly would arrive in a winter coat dressed too warmly. In January, the coat couldn't be found and she was sent to school in short-sleeved cotton dresses. Dolly, too, was often not included in the games of other children because she was not clean. She tried to cope with her neglect by being uncooperative and demanding of children who would play with her.

Perhaps I drew a disproportionate number of children who were victims of these poverties. But I can assure you that they exist and their problems are real, and that few resources and little effort are being applied to their needs.

As we consider the problem and issues of rural education in this conference, remember my children.

CONCURRENT SESSIONS

THURSDAY, OCTOBER 10

2:00 - 3:30 P.M.

Patricia Hoessli, Barbara Reeves
Thursday, Oct. 10

PREP: Preparing Rural Education Personnel 2:00 - 3:30 PM

Ohio University
Athens, Ohio

PL 94-142 has greatly expanded the opportunities for all handicapped children to receive appropriate educational services. The public schools in Southeastern Ohio are struggling, along with other districts, to fulfill these legislative mandates.

Yet the efforts to train classroom teachers are not keeping pace with our efforts at mainstreaming. The logistics problems of scheduling, the different types of materials used in special programs, lack of supervised practica, and failure to evaluate the child's progress and program effectiveness have hindered efforts to provide appropriate programming. One of the most difficult problems is attracting and keeping quality personnel in rural areas.

As in other emerging fields, growth in special education programs has meant that the demand for qualified personnel has exceeded the available supply. To staff expanding programs, persons with temporary certification have been routinely employed in Appalachian areas. Rather than provided "crises" provoked temporary certification, quality training is being implemented on a planned schedule based on the preplanning of the pre-service teacher educator.

The Special Education Program at Ohio University received a grant from the U.S. Office of Education, Handicapped Personnel Preparation Program to improve the quantity and quality of pre-service special education personnel who are committed to serve the mildly handicapped in rural Appalachian areas with a primary focus on rural Southeastern Ohio.

The expected impact of PREP is to reduce the number of temporarily certificated special education personnel in S.E. Ohio.

This presentation will describe Ohio University's program to:

1. Recruit undergraduate students committed to become special education teachers in rural Appalachia/S.E. Ohio.

2. Prepare competent special education teachers.

3. Prepare students who are knowledgeable about the needs of the rural population of S.E. Ohio/Appalachia.

4. Prepare students who are knowledgeable and competent to teach the rural mildly handicapped in a mainstreamed setting.

To obtain a more accurate perspective of training needs a survey was mailed during December 1984 to all elementary and secondary principals in the 23 county area served by Ohio University. Each principal was asked to identify:

1) Any experiences, personal characteristics, and/or background data necessary for teachers to be successful in rural schools.
2) Differences in hiring practices in urban vs. rural settings
3) Specific qualities needed for rural special educators which may be different from those of regular educators.

The problem I face most frequently in hiring teachers in a rural school is the teachers lack of experience in educational settings. Rural school boards like to hire local people to fill their vacancies. I have often been confronted with candidates who went through school in the district they are seeking employment, who have done all of their field experiences, observations, participations and student teaching in their hometown school district and even attended college in the same county as their hometown school district. These candidates do not have any dreams of what education could be. The sum total of their educational experience is in one district. They remember how they were taught as a child and that is the way they will teach. Weaknesses or deficiencies of the district tend to be self-perpetuating. If the district had a weak math program when the teacher candidate was a student then the teacher candidate has a weak math background and will present a weak math program to his/her students. In interviewing candidates to work in a rural school I am looking for someone with a dream. I am looking for a person who can respond to the question, "If you had the opportunity to design the perfect educational plan for your class, what are some of the things it would include?" without merely describing the current setting in our district. I look for a candidate who has experienced a wide variety of educational settings, someone who has been outside of Appalachia and has some idea how things are done in other areas. We cannot hope to enrich the lives of our Appalachian students if their teachers' experiences are identical with their own.

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Dr. Vivian A. Hicks
Joanna Martin
Thursday, Oct. 10
2:00 - 3:30 PM

RESEARCH PROJECT DESCRIPTION

Description of Program (150-200 words): The University of Texas at Tyler School of Education is currently operating a one-year program for teachers entering classrooms for the first time in the East Texas area. The program will continue for the 1985-86 school year. Region VII Education Service Center has endorsed the program and provides dissemination of enrollment information and opportunities for feedback to participating schools.

The University provides a $50.00 tuition/fee stipend. Books and the remaining fees are paid by the school districts. Of the thirty-four participants in the 1984-85 program thirty were required to attend in order to be hired by their school district.

Curriculum for the program is based on a needs assessment done with second year teachers and the participants themselves.

PRESENTATION OUTLINE

THE UNIVERSITY OF TEXAS AT TYLER TEACHER EDUCATION

PROJECT PLUS
Fall 1984

I. Background Information

- A. Regional Needs Assessment
  - 1. Public school administrators
  - 2. Second year teachers
- B. U.T. Tyler Teacher Center
- C. U.T. Austin Research and Development Center

II. Purposes

- A. Teacher support network
- B. Program Development
- C. Identification of needs
  - 1. High stress periods
  - 2. Inservice

III. Population

- A. Definition of first year teacher
- B. Selection
- C. Profile
- D. Problems
  - 1. Definiton
  - 2. Geography
  - 3. Mix

IV. Schedule

- A. Preservice
- B. Inservice

V. Program

- A. Content
- B. Materials/facilities
- C. Instructional staff
  - 1. Faculty
  - 2. Resource persons
- D. Visitations
- E. Problems

VI. Data

- A. Wilson's Self Appraisal Scale for Teachers
- B. On-going feedback for planning
  - 1. Content evaluation
  - 2. Needs
- C. Conclusion feedback for future programs

VII. Future Plans

- A. Final assessment
  - 1. Teacher self appraisal
  - 2. Administration evaluation/feedback
- Next Year

BEST COPY AVAILABLE

Clydie Mitchell   Frances Whitten,   Thursday, Oct. 10
2:00 - 3:30 PM

Abstract

ASSESSMENT/ASSISTANCE FOR RURAL HANDICAPPED STUDENTS: A COOPERATIVE EDUCATIONAL AND MEDICAL EFFORT

A cooperative approach between rural school systems and a medical center facility to provide comprehensive multidisciplinary diagnostic evaluations and on-going consultation and technical assistance for parents and teachers of children with low-incidence and/or severely handicapping conditions will be discussed. The challenge for the 1980's for the education of severely handicapped children is to provide quality assessment and educational services for several hundred thousand persons. Over one-third of these students attend rural schools (which comprise 67% of all schools), and these school systems experience distinct educational problems and exist in special subcultures. The evaluation model described includes a prereferral screening by local school personnel, followed by a prestaffing at the medical center. The subsequent evaluation utilizes professionals from the fields of medicine, allied health, and education; technical assistance is provided upon request for school systems or parents. Guidelines, procedures, and forms used to implement this model will be described and distributed.

Prereferral screening is initiated in the local school system; if the child is enrolled in school, this process begins in the school where he is enrolled. Screening is a process of collecting and reviewing information about the physical, learning, or behavior characteristics of individuals (from birth through 21 years) for the purpose of identifying those who are possibly exceptional. Information is gathered by members of the school building level committee and if the child is suspected of having a low-incidence or severely handicapping condition, an immediate referral is made to the parish (county) pupil appraisal services.

an individual report including a narrative about the child's performance, his strengths and weaknesses, and recommendations for programming (these may be amended at the time of the staffing).

These reports of the individual evaluation components are discussed at a meeting during which it is decided if the child meets the eligibility criteria for any exceptionality according to state pupil appraisal guidelines. Recommendations for habilitation/treatment programming are also made. The evaluation coordinator is then able to complete the integrated report which is discussed and interpreted for the child's parents and returned to the referring local school system. If parents or teachers from these rural school systems request technical assistance in implementing special educational programs, any staff member from The Children's Center is available to provide one-on-one or group in-service training.

The model of prereferral, evaluation, and technical assistance presented could be easily applied by any regional resource center or other agencies that serve the needs of rural handicapped students and their parents and teachers. The special challenges and opportunities for serving this population are just now beginning to be recognized and resolved.

A determination is made by pupil appraisal personnel if the individual evaluation could be completed locally or if input from additional professionals (other than those employed by the school system) is needed. The latter is often the case when the school system is rural and is experiencing problems that face many special educators in rural areas. Among these are funding inadequacies, difficulty in recruiting and retaining qualified staff, and an increase in the numbers and exceptionalities of handicapped children identified and served. To assist school systems with evaluations that require information from medical and allied health professionals, in addition to educational professionals, referrals are accepted for evaluations by The Children's Center, which is a program of the School of Allied Health Professions, LSU Medical Center. The Children's Center provides multidisciplinary evaluationsand technical assistance for a 29 parish (county) area, in mostly rural North Louisiana. The population of this area is 1.2 million, and it comprises roughly one-half of the square miles in the state and 30% of the state's population.

The next step in this process is a prestaffing. At this time referrals are reviewed and the disciplines that will participate in the assessment components, as well as evaluation questions and strategies and an evaluation coordinator, are decided upon. An individual evaluation is then scheduled.

On the day of the individual evaluation, the child is seen by evaluators from disciplines designated at the prestaffing; if during the evaluation, it is felt that additional disciplines are needed to be involved, appointments are scheduled. All evaluators then complete

Thursday, October 10
2:00 - 3:30 p.m.

RURAL SCHOOLS INTEGRATED CURRICULA PROJECT: AN OVERVIEW

By William D. Hall

ABSTRACT

Participants in this session were presented an overview of a highly successful inservice curriculum development project involving K-8 rural teachers. In addition, they viewed the curriculum products, and had an opportunity to ask questions and discuss how this type of inservice design and curriculum approach could be beneficial to their needs.

There were four phases to the project. Phase 1 consisted of three, day long inservice sessions that focused on basic skills in language arts, science and mathematics. These sessions were carried out so that the participants would be better able to incorporate basic skills development into the curriculum units they would be developing later in the project. Phase 2 consisted of learning a process for developing the integrated teaching units and actually developing them. The format followed for developing the units consisted of: 1) selecting a broad based theme: 2) developing a rationale statement justifying why the unit should be taught; 3) identifying appropriate sub-themes for the selected unit theme, by grade level K-8; 4) generating core activities by subject for reading/language arts, mathematics, science, social studies, art, music and physical education. These core activities outlined the possible scope of the unit; 5) writing lesson plans that specifically relate back to the identified core activities. These lesson plans consisted of a general focus statement, specific behavioral objectives, designated classroom activities, materials needed lists and teacher log section; 6) generation of appropriate vocabulary to be taught for each sub-unit; and 7) identification of resources needed, both material and human. The curriculum development phase of the project consisted of seven, all day sessions, with numerous out-of-class hours of work. The culmination of this effort were four teaching units, entitled: 1) Gallatin History - Past to Present; 2) Oceans; 3) Outer Space; and 4) Weather.

Phase 3 brought three elementary education professors from Montana State University out to the rural schools to field test the units in the rural schools. Specific parts of each unit developed were selected, and then team or co-taught with the participating rural teachers in the project.

Phase 4 brought selected rural teachers to the campus of Montana State University so they could speak with college classes in teacher education about these types of units, and the benefits of teaching with thematic, multi-age, integrated subject curriculum units.

The benefits of utilizing this type of teaching-curriculum approach include: A more unified approach to teaching and learning, since all of the school subjects are associated to a common theme; efficiency of time because more than one subject can be taught at the same time; multi-age teachers involving all of their students, whatever their grade, in fairly common topics (the theme threads throughout each sub-units); and increased excitement on the part of the students.

In summary, it was hoped that following the overview of the project and examining the curriculum materials produced, participants would be able to explore how this or similar models for delivering inservice education to rural settings could be achieved in their geographic area.

Thursday, October 10
2:00 - 3:30 p.m.

LESSONS FROM THE RURAL SCHOOLS OF JAPAN

William H. Parrett
Alice Hisamoto-Yan

April 15, 1986

LESSONS FROM THE RURAL SCHOOLS OF JAPAN

The past four years have witnessed a plethora of educational reports, commissions, and surveys focusing on the quality, or lack of quality, in our public schools. Many of these efforts have compared the achievements of our schools and students with their counterparts in Japan—comparisons which portray the Japanese schools and students as vastly superior to those in the United States. The Japanese students appear to be particularly adept at mastery of basic skills which enable them as a group to academically outdistance students in the United States. This achievement of academic mastery is precisely what Ernest Boyer (High School: A Report on Secondary Education in America) has labeled a "top priority" for American educators.

Most educators in the United States would be surprised to learn that Japan has a large number of rural schools. While the urban sprawl of this nation is vast, it is confined to roughly 15% of the land mass. The remaining country, consisting of mountains, islands, and other remote regions, supports a population of over five million inhabitants. It is these people that are served by a sophisticated network of rural schools. The largest concentration of rural inhabitants and schools occurs on Japan's northernmost island of Hokkaido, the site of the Japan Rural Schools Project.

The Japan Rural Schools Project, conducted in the winter of 1985, attempted to isolate the characteristics which contribute to the disparity in student achievement between these nations, and to determine effective administrative and instructional strategies which may be transferable to the United States. This project was conducted cooperatively with the Hokkaido Education Research Institute (Prefectural Board of Education) and the Rural Research Institute of the Hokkaido Education University. Its objectives were attained through observation of effective rural schools, interviews with experienced teachers, principals and administrators, analysis of the rural preservice, inservice training and research efforts of the cooperating institutes, the administration of an instructional practices questionnaire to rural teachers, interviews with the Hokkaido Rural Education Association, and a variety of meetings and discussions with parents and students.

EVOLUTION OF THE JAPANESE EDUCATIONAL SYSTEM

The Japanese consider formal education to be central to one's fate in life. One cannot overestimate the importance attributed to the formal education system in Japan and its relation to the peoples' future career opportunities and social status. Traditionally, formal education was held in high esteem by the Japanese; during the latter Tokugawa period (1615-1867) literacy spread through Japan by means of the rapid development of a network of private schools for samurai offspring and village schools ("terakoya") established for the commoners' children. During the Meiji Era (1868-1912), the government created an Education Ministry in 1871, to plan for a centralized and uniform school system in Japan (Reishauer, 1978). By the early 1900's, there was an increase in the percentage of Japan's youth attending schools, as public education became available to all Japanese. The first six years of elementary school became mandatory. For those able to proceed, there were five-year middle schools, three-year high schools, and three and four-year universities. Borrowing from the German model, entrance into the universities was based on rigid examination, creating an elite system of higher education. Higher education was delivered through government-developed Imperial Universities, the most prestigious of all being Tokyo University located in the capital city. Many private universities also opened their doors during the Meiji period.

Following World War II, the educational system was restructured to conform to the American model, and "to become less elitist and more fitted to the type of mass society Japan was developing" (Reishauer, 1978). After World War II, education became coeducational, free, and mandatory up until high school. The system resembled a single track as one level led to the next.

Japanese Education Today

Presently the Japanese employ a 6-3-3-4 model of educational delivery. Increasing numbers of two and three-year junior colleges and graduate schools are available as well. Japan leads the world with a high school graduate rate of about 90% (Rohlen, 1983) and a literacy rate of 99.3% (Ranbom, 1985).

Kindergarten through twelfth grade education is very intense due to the rigid examination system which serves as a filter to higher education. If students pass through the narrow bottleneck of exams and receive entrance into the most prestigious national universities, they are guaranteed a successful future and career. Those who do not manage to squeeze through the top competition are sorted out into lower levels of public universities and very expensive private universities.

Initially, Japanese students are forced through the high-pressure exam system, (commonly referred to as "juken jigoku" or "examination hell") which assesses their academic abilities through paper and pencil tests. Thus, rote memory work is often emphasized in the public schools, at the expense of developing skills in creative expression and initiative. Students are taught to conform, and passively soak up the knowledge from their teachers' lectures. Ironically, once a student has succeeded in passing an entrance exam into a university, the social and academic pressures seem to disappear completely as they have passed their final national exam. Once admitted to higher education, students are virtually guaranteed of graduation regardless of their level of academic work during the college years. Japanese university life is viewed by most students as a time to relax.

Despite the apparent imbalance in the educational structure, the Japanese educational system is leading the nation forward by producing well-educated citizens with high academic standards being the norm. Due to the highly centralized nature of the system, all students in primary and secondary schools are taught the same subjects at the same time from similar textbooks. The entire process of K-12 education is governed and is closely monitored by the Ministry of Education. The high standards of education maintained by the Ministry of Education are undoubtedly responsible for the stellar level of academic achievement in Japan.

JAPAN'S EDUCATIONAL DIFFERENCES

In many respects, the Japanese educational system contrasts sharply with the American model. The most notable differences include the National Ministry of Education (Mombusho), the time devoted to learning (i.e. the school calendar, homework time, private lessons, etc.) and the examination system.

Mombusho

The "Mombusho" or "Ministry of Education" was established in 1871, during the beginning of the Meiji government and its purpose was to control the nation's schools (Reishauer, 1978). Initially, the Mombusho was in charge of developing a national education plan; later, it was resonsible for educational reform and the rapid development of elementary and secondary schools. During World War II, the Mombusho continued to serve as the administrative body "for the implementation and dissemination of the directives of the Occupation authority throughout the country" (Kobayashi, 1976).

Presently, the Mombusho consists of three groups of personnel; the Minister of Education serves as the political leader with his parliamentary Vice Minister. Second, a corps from the Civil Service assists with administration and technical expertise. Third, there is a group of experts that function as members on advisory councils of the Ministry. All of the authority of the Mombusho is governed by national statutes, which define its functions. These functions include:

* Conducting research studies and promoting education in and out of school.

* Establishing standards regarding the physical conditions, personnel, organization, and content of education in the different levels of schools, universities, and other educational institutions.

* Providing guidance and advice to boards of education, local authorities, universities, etc.

* Assisting local boards of education by providing grants-in-aid, for the salaries of public schools teachers, and the cost of educational materials for science teaching and technical education.

* Powers of Approval of:
  - the establishment of universities, and other educational, scientific, and cultural institutions.
  - the appointment of superintendents to the boards of education in prefectures and major cities.
  - all textbooks to be used in public schools.

Finally, the Mombusho establishes and maintains state universities, junior colleges, technical colleges, and high schools. In short, the Mombusho maintains a firm control over the entire public educational system of Japan, urban and rural.

Learning Time

Japanese students attend school 240 days per year while their American public school counterparts spend a total of 180 days per year (Shimahara, 1985; Schiller and Walberg, 1982). To accomodate this difference, the school week in Japan is five and a half days per week and seven hours per day. Vacations from school in Japan are limited to six weeks in the summer, two weeks of winter vacation, and two weeks in March (Rohlen, 1983). Even during the shorter vacation periods, all Japanese public schools assign homework to keep students on track for upcoming exams. In addition to a longer school day, week, and year, Japanese students spend a considerable number of after-school hours either in private lessons or individual study. According to recent statistics, 60% of all elementary students attend extra-enrichment courses such as music, arts, abacus, and calligraphy, to supplement their school learning (Ranbom, 1985). About one-fourth of all fifth and sixth grade students enroll in private academic classes called "juku." At the junior high school level, about

60% of the students attend juku or have special tutors to assist them in preparation for entrance exams to the most prestigious high schools. Advanced cram schools, called "yobiko," are designed especially for high school students; these private schools and classes proliferate due to the university exam pressures. Both the juku and yobiko types of supplementary education are widespread and represent a sizeable amount of educations' GNP in Japan.

A vital component of a Japanese student's learning time is homework. It is estimated that Japanese public school students spend at least twice as much time on homework, in comparison to their American counterparts (Shimahara, 1985). The elementary school students spend one to two hours per day and secondary students spend an average of three to four hours per day (Cogan, 1984). Homework and study time increases for high school students, as the university entrance exam time draws nearer. Many third-year high school students report studying eight to ten hours a day during the summer vacations to prepare themselves as thoroughly as possible for the entrance exams (Hisamoto-Yan, 1985).

Exam System

While the examination system in Japan serves to academically challenge and sort its youth, it is also a key source of student anxiety. Because of the high correlation between exam scores and future job opportunities in later life, most students understand the importance of successful scores. Preparation for exams is a central aspect of the students' lives. Due to the single tracking system, the pressure and competition begin at an early age. A student's early education is often supervised by a "kyoiku mama," or education mom. These "moms" provide a sound beginning for the upcoming years in Japan's competitive school system. It is the kyoiku mama that oversees the progress and guides their child through the early years of pre-school, elementary, and junior high school. Enrollment in a top-level high school is dependent on one's abilities in junior high, evaluated by one's ability to pass the high school entrance exam. In order to pass the entrance exam into a prestigious university, one must have prepared very well, usually by attending a top-level high school.

Due to the importance of entrance exams, Japanese school instruction is primarily text-centered with the predominant instructional format being lecture. Students passively absorb facts and details, hoping to retain the knowledge for later use on exams. Expressive and critical skills are not considered as important, since these are not measured on the exams (Rohlen, 1983). Japanese students are not encouraged to be inquisitive or to participate in active discussions of academic subjects in the classroom. Instead, they are accustomed to sitting quietly without questioning or challenging the teacher. This is a significant contrast, as Rohlen points out, to the American ideal for high school instruction which focuses on stimulating the students' interest, and "causes them to think, to question, and to want to learn more;" in fact, class discussions are considered important in achieving these goals (Rohlen, 1983).

As Japanese students face the reality of their career opportunities depending on passing difficult paper and pencil entrance exams, the top priority for them is to develop good memory and test-taking skills. The exams are offered only once each year. First, all students must pass the "kokuritsu dai-ishiji kyotsu shiken" or the national primary university exam which covers history, geography, political science, biology, chemistry, physics, mathematics (through calculus), Japanese language and literature, and English. If successful, students take a second exam at the university of their choice. The second exam is standardized only within English with the remaining questions prescribed according to the specific field of study the student wishes to pursue. Students are allotted only one chance per year to pass the national and specific public university exams. Students who fail to enter a university may choose to prepare for another year, often attending a large yobiko. These students are referred to as "ronin," meaning "lordless wandering samurai." Eighty-five percent of all ronin are male; this is not surprising if one considers the typical Japanese parent's attitude toward a daughter's education. Most Japanese parents are willing to support a son's education, no matter what the expenses are; however, as women are not expected to enter the job market and pursue careers, there is less family pressure and support for daughters to enter a four-year university, which would lead to a good job (Rohlen, 1983).

An important concept of the Japanese society is the system of lifetime employment, known as "shushin koyosei," which creates a one-career, one-company pattern in Japan. Employees are expected to stay with the same company until mandatory retirement, usually between the ages of 55 and 60 (Hisamoto-Yan, 1985). Due to this system, most Japanese companies conduct employee training in a comprehensive and lengthy manner. Takugin, a major international banking institution, hires its future executives from the ranks of only the best universities and plans on training them for ten years before receiving "much in return" (Parrett, 1985). Thus, the examination system forces students to make major career decisions from the age of fourteen to eighteen, then rewards the "victors" with four "relaxed" years in college and sometimes more in their professional life while their "training" continues.

The Mombusho's strict governance and control over public education, dramatically increased learning time, and a rigid examination system characterize the major differences in the Japanese educational system. These differences have evolved from a strikingly similar model found in the U.S. Despite or perhaps because of these differences, Japan continues to far exceed the achievement levels of U.S. students.

Rural vs. Urban Schools

The Japanese education system divides into administrational hierarchy into two basic urban and rural structures. Basically, the urban component administers all schools located in metropolitan areas and the rural component covers everything else from small cities of over 50,000 to remote island communities of 15. The Japanese strongly support public education for all citizens and provide schooling accordingly. The provision of rural education is considerably different in scope and design from the U.S.

The primary difference originates from the educational superstructure of the Mombusho which closely monitors the rural schools to ensure equal quality and achievement levels. This parity is facilitated through highly dedicated teachers (common to all Japanese schools) and a number of institutional policy and procedural requirements which aid and strengthen the rural program. Several of the more noteworthy differences from our system include:

School establishment and funding: Most rural Japanese communities regardless of size have elementary and junior high schools. Japan endured a similar school consolidation movement during the 1950's and 1960's but the recent trend has been to maintain and support the small rural schools. In Hokkaido where 48% of all elementary schools are rural, over 20% of these rural schools have 40 or less students with many schools of 4 or less. Funding occurs by need as opposed to FTE student count (Parrett, 1985).

Administrative staffing: Every rural school has a principal and a vice principal. Only in extremely small schools (15 students or less) does the vice principal assume instructional responsibility.

Administrative certification: To become a vice principal in Japan one must have successfully taught for 20 or more years, pass separate rural written and oral examinations, and be willing to accept involuntary transfer. To become a principal requires three or more years as a vice principal and another battery of exams followed by involuntary transfers every 3 to 5 years.

Instructional certification: Rural teachers, upon graduation from a 4 year university, must pass separate rural written and oral exams to become certified. The best universities in Hokkaido only manage a 70% "first attempt" certification rate of their graduates. Those who pass are involuntarily assigned to teaching positions in rural schools. They too receive involuntary transfers every 5 to 7 years of their careers.

Salaries: Administrators and teachers in rural schools receive additional monetary compensation over their urban counterparts. Salary scheduled, based strictly on seniority, favor rural educators. All rural schools are classified within seven categories ranging from what we might observe as "slightly rural" to isolated. The more remote your assignment, the higher your salary. Overall administrative and instructional salary levels are comparable with the upper 20% of U.S. public school salaries and benefits are superior.

Rural staffing: Rather than following an FTE model, the Mombusho staffs rural schools by age level needed. Beyond the provision of two administrators in each elementary and junior high school, all classes are staffed with certified personnel. The largest rural schools may have 25 to 35 students per class. The smallest may have three or less students. In multigraded elementary and junior high schols no teacher will teach more than two consecutive grade levels in one class. Thus, a three student school with students in the first, fourth, and sixth grades will be allocated three teachers (Parrett, 1985).

Rural instruction: Rural schools like their urban counterparts strive to prepare their students for the examinations. While the majority of rural communities have elementary or combined elementary and junior high schools, rural students of ten must travel considerable distances to attend high school. To accomplish this, rural students either use daily public transportation or more often stay with relatives or friends or board with others in larger rural communities where high schools are located. Instruction in rural elementary/junior high schools follows the "Mombusho prescribed" format of content and delivery. Obviously, the smaller schools afford considerably higher levels of student-teacher interaction yet the instructional design and presentation closely parallels that of urban education.

LESSONS TO BE LEARNED

Although the social, cultural, and historical dimensions differ considerably between our educational systems, the Japanese model holds several implications worthy of our consideration. These lessons, or practices and strategies, based on the key strengths of the Japanese system, offer promise for the improvement of our current system.

Learning Time

First, American educators would be wise to seriously consider the great difference in student "learning time" that exists between the two countries. According to Shimahara, "the intensity of Japanese schooling means that the total number of days spent in the classroom in 12 years of schooling in Japan are equivalent to nearly 16 years of schooling in the United States" (Shimahara, 1985). To comprehend the basis for Shimahara's statement, one must consider the vast differences found in student learning time, shown below as number of hours spent in school per week, in private lessons per week, and on homework time per week.

STUDENT LEARNING TIME

JAPAN

	SCHOOL	JUKU	HOMEWORK	TOTAL (hrs./wk.)
ELEMENTARY	36 hrs./wk.	1-2 hrs./wk.	6-18 hrs./wk. [1-3 hrs./day]	43-56 hrs./wk.
JR. HIGH	36 hrs./wk.	4 hrs./wk.	18-24 hrs./wk. [3-4 hrs./day]	58-64 hrs./wk.
HIGH SCHOOL	36 hrs./wk.	4 hrs./wk.	24-30 hrs./wk. [4-5 hrs./day]	64-70 hrs./wk.

USA

	SCHOOL	PREPARATORY/ PRIVATE CLASSES	HOMEWORK	TOTAL (hrs./wk.)
ELEMENTARY	30 hrs./wk.		2-4 hrs./wk.	32-34 hrs./wk.
JR. HIGH	30 hrs./wk.		4-5 hrs./wk.	34-35 hrs./wk.
HIGH SCHOOL	30 hrs./wk.		4-6 hrs./wk.	34-36 hrs./wk.

Japan school year - 240 days; U.S. - 180 days.
Japan school week - 5 1/2 days; U.S. - 5 days.
Japanese schools require homework during summer vacation.

The importance of formal schooling in the Japanese students' lives is difficult to imagine, unless one considers the social and cultural aspects which set the stage. The values of discipline, respect for authority, diligence, and academic achievement are well developed in students before they reach the elementary school. K-6 education further prepares students by developing good study habits and independent learning skills. Coordination and the sharing of responsibility between the teachers, parents, and students are key factors in keeping the system running so smoothly. High national standards and academic expectations are placed on all students. Students are expected to be self-motivated, and parents continuously encourage them to do well, by means of psychological nurturance and social and financial support.

High Standards/Expectations

The U.S. educational system could benefit in the future by raising the national academic standards and expectations of public school students. If American society would support more ambitious academic programs and commit itself to higher levels of achievement in schooling, there is a strong possibility that current levels of academic mediocrity in high school graduates could be improved. By socializing children to develop better study skills and a more positive orientation towards school, parents could take greater responsibility in facilitating their childrens' educational development. It would behoove our nation to investigate the Japanese models of preschool and early elementary education for it is during these years that the students acquire the skills which enable them to attain such high levels of scholastic achievement.

Examinations

Although there are several negative aspects of the Japanese exam system, there are positive outcomes as well. By requiring entrance exams at different school levels, students are more aware of the reason their educational performance is so important (Rohlen, 1983). Rather than expecting American students to stay constantly motivated by the thought that good grades will lead to a good job in the future, high school entrance exams could be instilled to provide a motivational stimulant much closer to home. The exams would "bring the consequences of hard work closer than adult jobs" (Rohlen, 1985). Thus, students would need to pay more attention to their school work and would realize the immediate results of their academic performance. In addition, a modified entrance exam system would challenge our entire public school system and its students, not just those heading for higher education. In this manner, an overall rise in the average academic performance of public school students could be achieved.

Teaching Profession

Another implication concerns the social status and respect accorded to the teaching profession in Japan. Besides receiving higher salaries than their American counterparts, teachers in Japan are well respected and treated as professionals.

Japanese teachers assume considerable responsibility for their students, as well as strong personal commitments to the profession. Furthermore, they enjoy a much higher social status attached to their jobs. In contrast, the teaching profession in the U.S. is suffering from a lack of social respect and support. American society would benefit by increasing its commitment to academic achievement and giving credit and support to the teaching profession as a whole.

SCHOOLING IN JAPAN: CONCLUDING REMARKS

Despite attempts to implement and maintain "our" model of public education in Japan following World War II, the Japanese have accomplished with the educational process what they have achieved in private sector business—international excellence and superiority. To do this they have "rearranged" our model by establishing strong national control through the Mombusho; increasing the length of the school year; maintaining high academic expectations of student achievement; requiring students to demonstrate achievement through rigorous examinations; providing educational parity between urban and rural schools; and perhaps of most importance, maintaining a society which greatly respects education, schooling, and teachers. Finally, the Japanese system rewards the achievers of this system through social and economic status for life. While rural schooling in Japan differs considerably from urban schooling, there is little question regarding its quality. Rural schooling is provided differently in Japan because it "must" be provided differently to achieve similar results. Perhaps it is within this notion that the greatest lesson can be learned from the rural schools of Japan.

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Nancy French, Jane Gibson
Thursday, October 10
2:00 - 3:30 p.m.

Colorado Staff Development Project

Serving handicapped students in the least restrictive environment has major implications for the inservice training of general and special educators, particularly in rural areas. To assist local administrative units in meeting inservice needs, the Special Education Services Unit of the Colorado Department of Education has been actively involved in training teams from selected local units in the design of staff development programs.

The project has experienced a great deal of success in the past seven years as evidenced by the number of approved and funded projects now being implemented.

The program began in 1977 when Colorado contracted with the National Inservice Network (NIN) to use the best of the research available at the time to devise a systematic way to address the inservice needs of regular educators in a state as geographically diverse as Colorado.

Initially designed to meet the needs of metropolitan, front-range school districts, early attempts to work with Boards of Cooperative Services (BOCS) serving rural areas failed. Those failures were examined carefully, however. A program which did not meet the needs of rural districts in Colorado would be of limited use.

Several variations of the program were implemented in the next few years. The first of these variations resulted in some limited successes in rural areas. Experimentation continues, but we are now satisfied that we have at least two variations which are functional in rural areas served BOCS.

In this presentation we will describe the program itself, the underlying principles upon which it is founded, the process of planning and problem solving that the local units use, and the variations that we have found successful in rural areas. We will also share case studies of those projects in rural areas which are judged to be successful and try to identify the characteristics which make them so. We will share materials we use in the project, including copies of agendas, evaluations and project plans.

Thursday, October 10
2:00 - 3:30 p.m.

Western Illinois University College of Education Special Education Network

Patricia L. Hutinger and Bonnie J. Smith-Dickson

Creating and Maintaining a Rural Networking System

The basic assumptions and operating system for the Western Illinois University College of Education Special Education Network, represented by the Macomb Projects, are based on social psychology's game theory. Simply stated, in a win-win game, everybody wins. The results benefit everyone.

Necessary University Conditions

Within the university, establish strong colleagual relations related to ongoing work. A synergistic element is essential. Each of the faculty team members brings specific areas of expertise. A strong, functional faculty team is an integral part of establishing a networking system and also represents a condition which must carry over to project teams. A faculty team with at least one member who has at least five years of experience within the system, and who holds a rank high enough to influence the system as well as the credibility to develop innovative programs is useful. A faculty member who either sits on key committees or has easy access to key committees is useful. Knowing how to get new coursework started within the university is an important skill for the team. Establishing a functional grant writing team is essential in order to develop funding for ongoing projects.

The administrative atmosphere at the university needs to be one that facilitates. This includes facilitation of grant production and management, program development (to establish coursework), space, materials, and interaction with outside agencies. Facilitation is important at the department level, college level, and university level. At best this structure is positive, but it must at least be neutral. A negative or punishing administrative structure makes networking such as ours very difficult or impossible. When administrators change, sometimes the agreements and arrangments also change. It will happen, so when it does, be prepared to establish open communication with the new individual. Much networking depends on knowing one another and knowing what the other person can do and will do. This is true both within and without the university no matter what the formal chain of command is supposed to be. Both formal and informal power structures within the university need to be assessed by the faculty team in order to understand and devise strategies to accomplish project goals.

Necessary Conditions for Securing Cooperation

Establish trust and credibility in the community AND in the university. Longevity may be the key. Working and living in the area over a period of time and having your family grow up in the area, eventually helps gain trust. Longevity also means that you may have trained the people you are working with in new projects as either undergraduate or graduates. These people like to feel that they are skillfull enough that you want to work with them, but you need to maintain close contacts, visit them in their space, and plan social contacts too. Establishing trust also means that you get on a first name, going-to-lunch basis and exchange materials and resources.

When community agencies ask you to do something, DO it, and do it well. Then plan further activities. Sit on agency boards when invited, then help them get things done that need to be done. Also ask agencies for their help. School and agency personnel serve on advisory councils for our project. They call on us when they think there is a grant we could help them write. If we have a grant we want to write, we call them. Administrators trust us to write grants, and frequently mention our "proven track record." When they ask us to help them with grant writing, we make an extra effort to help. This extra effort carries into any kind of activities we are asked to help with, including inservices and preschool screenings. Tell them you need their help, and mean it!

Always respond to requests from parent groups. University people have to be willing to get out into the field and "get their hands dirty." This means university faculty need to be willing to work alongside service delivery staff. Establishing functional connections with people in the field also means that you can get things done more easily and quickly. Trade services. For example, we train staff at Warren Achievement Center on computer use. They work with us on assessing severely handicapped children, field testing our curriculum, the computer record keeping system CORE, and providing consultation and direct work on sophisticated computer interfaces.

Make sure everybody gets credit for their ideas and input. Make the agencies look good. Set up cooperative activities that are beneficial to all involved. Disseminate information about activities, but only after all the players know its being done. Don't surprise anybody! Depend upon open communication and full information disclosure so that no one thinks that there is something going on behind the scenes.

What to Do to Get Things Going

Begin with an overall emphasis. For example, the Macomb Projects started with an emphasis on early childhood and handicapped children. The major activities focused on direct services, inservice and preservice training, and the development of new university coursework. After seven years we added another dimension, microcomputers, which again focused on the major activities we initially targeted for the early childhood population. Starting with one major emphasis then building on it, with a network of related activities, has provided continuity and some consistency among the various projects. Providing a service that is useful to a community is an important element, but if it is also one they couldn't do by themselves, benefits increase. Maintain an image that shows you as someone who does not have to have all the credit for something. Don't blow your own horn. It doesn't go over well in rural communities in practice.

When you find an acceptable cause, keep track of what is going on at the state and national level so that the group you work with has enough information to respond to important issues. Sometimes those issues are legislative and policy related, and at other times are related to agency priorities. Issues often lead to possible funding for activities. Maintain contacts with legislators.

Operate on the assumption that there are always alternatives. Look for new ways of establishing relationships. Go out of your way to avoid adversarial positions with anyone. Communicate needs well ahead of time, then you can get things done quickly when time is short.

Western Illinois University College of Education Special Education Network

Strategies for Creating and Maintaining a Networking System

1. Establish positive, facilitative administrative support in lead agency
2. Decide on an overall goal (i.e., working with young handicapped children) and then expand as resources become available
3. Establish a functional faculty and grant team upon which to build
4. Establish local, regional, state, and national contacts with decision makers in the field
5. Establish an informal open communication system among all participants
6. Build an information dissemination system
7. Build an information gathering system
8. Establish credibility and trust in the university, community, and region
9. Be a team player with other professionals
10. Become a resource to others—an expert in the field
11. Create a functional interagency reliance system
12. Serve on and use others for advisory council membership
13. Identify new relationships among ideas, groups, and projects as activities expand
14. Accomplish activities that benefit the community
15. Provide ways for everybody involved to benefit from activities
16. Make the best possible use of available resources.
17. Identify sources of power and alternative strategies to influence them

CONCURRENT SESSIONS

THURSDAY, OCTOBER 10

3:50 - 5:00 P.M.

WESTMINSTER COLLEGE
OF SALT LAKE CITY

Patricia Whitfield

Thursday, October 10
3:50 - 5:00 p.m.

AN EXEMPLARY PROGRAM TO ENHANCE ELEMENTARY MATHEMATICS CURRICULUM IN NORTHERN UTAH RURAL SCHOOL DISTRICTS

During the summer and fall of 1985, the Education Department of Westminster College of Salt Lake City conducted a model in-service/pre-service training program in mathematics education and educational equity under the auspices of a Title II, P.L. 98-133 grant. The major objectives of the project were:

- to form a cadre of trained teachers to train others;
- to enrich the classroom learning experiences of children;
- to create a network among the districts for the purpose of sharing information and resources;
- to coordinate pre-professional and in-service experiences.

Three small districts participated in the program. Wasatch School District, located 47 miles east of Salt Lake City, reflects a rural, stable population of 10,000. The district serves 2,650 students in three elementary, one middle, and one senior high school with 115 teachers. The population is ethnically and religiously homogeneous, of middle income, and the community's economic base is primarily agricultural. Part City School District, 30 miles east of Salt Lake City, is a picturesque resort community with a cosmopolitan population of 4,000. The district serves 1,260 students through one elementary, one middle, and one senior high school. Park City prides itself on its commitment to educational innovation and excellence. The population works primarily at resort support services and a substantial number of residents commute to Salt Lake City. North Summit School District, situated 45 miles northeast of Salt Lake City, is a rural community of 3,300 residents. The district serves 825 students in one elementary, one middle, and one secondary school. The population relies on both agriculature and mineral development for employment.

A significant underpinning of the program was the collaborative involvement of the districts, of Westminster College, and of Utah Systems Approach to Individualized Learning (U-SAIL), a curriculum developer. Engaging collaboration of the districts was initiated first through telephone contacts to the superintendents, followed by personal visitations by project staff to clarify objectives, engage participation, establish time lines, and review expected outcomes for all parties involved.

With the districts engaged, the details of the one-week in-service for teachers held in August 1985 were organized. The in-service met for five consecutive days from 9 a.m. to 4 p.m. with a one-hour lunch period. Teachers had been offered the opportunity to reside on the Westminster campus during the in-service period but the 25 participants elected to commute, some of them traveling more than 100 miles round trip to participate. Facilities were reserved, a primary criteria being that the rooms be air-conditioned for comfort against the summer heat. Experts in educational equity were engaged, each to assume a substantial part of one day's activity within the program. Finally, participants

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were contacted with information regarding agenda, directions, parking, etc.

In two of the three districts, there were far more candidates for the program than could be accommodated as the program design limited participants to 25. In these districts, participants were selected via a random drawing.

The format for the in-service allowed for pre- and post-tests of classroom management style, mathematical competence, and gender-based teaching preference style, using the Fenema-Sherman Scale, the Personal Control Inventory, and the MAPS component of the Educational Testing Service competence exam.

Math curriculum was delivered using the U-SAIL model. This approach has six compenents:

- Preassessment: Formal and informal
- Teaching: Developmental teaching - concrete to abstract
- Practice: Guided practice with feedback
- Problem Solving: Emphasizing that this is an area with which American children have difficulty.
- Skills Maintenance: Each teacher received a comprehensive kit of materials
- Individualization: Recommended as a grouping not a pacing approach as the spread in an "average" classroom is too wide for total individualization.

Through the U-SAIL approach, each teacher received a kit of materials representing three grade levels, their own and both one above and one below. The kits contained hands-on materials, manipulatives, record-keeping and other management materials including those that children could use to track themselves. Teachers received instruction and training in the U-SAIL model for each of the five in-service days.

Experts in educational equity made presentations on each of four days of the program. They represented four different components of educational equity: The EQUALS Program, an exemplary math and science education program developed at Lawrence Hall of Science at the University of California, Berkeley; learning styles as related to Gregorc's Interactive style; math anxiety as associated with a recently completed project conducted by the Women's Resource Center at Utah State University; and rural issues related to educational equity derived from a three-year study at the University of Arizona.

Overall, the project employed a six-pronged approach.

1. Westminster College contracted with U-SAIL to provide consumable, manipulative math materials, technical expertise, and media production facilities; with private educational equity consultants having expertise in mathematics education; and three rural school districts for their physical resources and teacher participants;
2. Teachers participated in a five-day in-service in mathematics and educational equity;
3. Participants returned to their districts and trained colleagues in the strategies and approaches acquired through the in-service;

4. Participants were trained in supervising Westminster College pre-service students who were enrolled in a mathematics methods class during Fall 1985. Pre-service students were paired with the recent in-service participants who had been trained by the same math curriculum expert;
5. Westminster College faculty supervised both the in-service and pre-service teachers and offered on-site support and feedback to both;
6. Participants attended a followup workshop eight weeks after the August in-service, focusing on how they were implementing the concepts presented during the in-service, and assessing the results of the pre-service students' experiences in the professional teachers' classrooms.

The following outcomes of the project have been determined to date:

1. The private curriculum laboratory, U-SAIL, was contracted to do further training in mathematics for two of the three school districts.
2. Classroom teachers believed the professionally developed curriculum materials they had received enhanced their mathematics instruction.
3. Teachers paid more attention to gender and minority issues in their mathematics instruction.
4. The in-service trained teachers, according to their colleagues, proved to be valuable resources for materials and strategies in teaching elementary mathematics.
5. Pre-service students reported favorably on their field experiences, stating that they received clear and consistent messages from both cooperating teachers and Westminster College supervisors.
6. Following the in-service experience, teachers reported favorably that:
    a) the workshop provided information on both theory and practice, a necessity for learning;
    b) the materials to be directly implemented in the classroom were especially helpful;
    c) there were ample opportunities for sharing ideas;
    d) the followup feedback session, while helpful, should have involved more processing and sharing of experiences rather than providing additional instruction;
    e) the followup session was helpful in bringing the entire experience of theory, practice, implementation, and clinical supervision to closure.

BONNIE JEAN MCGREGOR
THURSDAY, OCT. 10
3:50-5:00 PM

An introduction to the --

NATIONAL RURAL EDUCATION RESEARCH CONSORTIUM

This session will focus on the operation of the National Rural Education Research Consortium (NRERC) and it's related activities and products. Participants will be introduced to the NRERC data banks instituted in 1985 and shown how they can: be linked to current research projects of their interest; provide research skills to ongoing research projects; obtain subject pools for their reserch projects; and seek assistance with their own research projects.

The results, implications and follow-up of the first comprehensive national effort to derive an empirical data base for estblishing rural education research priorities will also be shared.

ESTABLISHING A NATIONAL RURAL EDUCATION
RESEARCH AGENDA AND DATA BASE

Introduction

The U.S. Department of Education has become increasingly concerned about the effectiveness of rural schools and has committed resources to improve rural education. One aspect of the Department's efforts has been a search by its Intra-Agency Committee on Rural Education to expand the data base of rural education research and to identify a national rural education research agenda. This is consistent with the Department's official policy established in August of 1983 stating that rural education should receive an equitable share of the information, services, assistance and funds available from and through the Department of Education and its programs (as noted in the August 23, 1983 report of the U.S. Secretary of Education).

Empirical data from which to determine rural education research priorities have been nonexistent for many reasons: (1) The diversity of rural school subcultures; (2) the absence of a consistently applied definition of "rural" among federal agencies, educators, and professional agencies; and (3) the deletion of data for districts enrolling fewer than 300 students by the National Center for Education Statistics until March of 1983.

This paper reports results, implications and follow-up of the first comprehensive national effort to derive an empirical data base for establishing rural education research priorities.

Objectives

The primary objectives of the study were to (a) ascertain research priorities among rural educators, both in special and general education; and (b) determine the variations existing in research priorities associated with regions of the country, positions held, and employing institutions.

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Methodology/Data source

The study was conducted by the National Rural Education Research Consortium (NRERC). Thirteen themes of research interest were generated from the 1978-84 work of the National Rural Project (funded by the U.S. Department of Education) and during 1984 meetings of the Consortium. There ranged from teacher training methodologies to addressing rural personnel attrition and shortage areas to local governance issues. Using these themes as a framework, 46 research questions were delineated by a meeting of the Consortium in conjunction with the U.S. Department of Education-sponsored national rural education conference in June of 1984. This meeting involved a geographically representative body of rural practitioners and university faculty, regional resource personnel, and state education agency personnel interested in rural education research.

As questionnaire designers assumed that researchers and practitioners might differ in their degree of interest about specific research questions and the importance of each question to the field, the instrument was designed to force respondents to differentiate between these two areas.

Respondents

Approximately 1,500 questionnaires were mailed to potential respondents (a geographically representative mailing list of rural educators, administrators and researchers), and a total of 461 questionnaires were returned in time for computer analysis. Two hundred and seventy-three of the respondents were general educators and 188 were special educators. Public schools employed 180 of the respondents; colleges and universities, 144; and other agencies (e.g., state education agency, education service unit, and research and development centers), 137. A breakdown of the respondents by type of position and federal region is listed in Table I.

Rankings of Themes

Respondents rank ordered themes twice, first according to personal research interest and then to general importance to the field. The theme rankings were averaged across all respondents. When themes were ranked according to general importance to the field, the theme with the highest ranking (lowest numerical average) was "Rural School Effectiveness". "Curriculum Development Needs" received the second highest ranking, and "Inservice Training" was third. "Federal and State Policies and Legal Procedures" was the lowest ranked theme, joined by "Characteristics of Rural and Nonrural School Students" and "Alternate Funding Systems" in the bottom three.

When the relative positions of the themes were ranked according to personal research interest, "Curriculum Development" received the highest average ranking. No theme changed more than two positions except "Service Delivery Models", which dropped from sixth to ninth, and "Personal Recruitment and Retention", which went from eighth to fifth. The themes and the mean of their rankings are presented in Table II.

Ratings of Research Questions

Respondents also rated 46 research questions twice using a five-point scale ranging from "unimportant" to "critically important". A hierarchial cluster analysis was used to form meaningful and homogeneous empirical item-groups. Ratings of the questions according to personal interest were analyzed separately from the general importance to the field research questions. An eight- and a nine-cluster solution respectively were derived from these analyses. These clusters were then ranked according to the mean of the mean ratings for the items within the clusters.

When the ratings of topics according to general interest were examined, the top-rated cluster of questions contained items which centered around rural school effectiveness. Other high-rating clusters centered on "governance and finance", "staff training needs; technology as a resource", and "teaching styles and incentives". Low-rated clusters were items centering on "school-community interaction", "personnel recruitment and retention", and "characteristics of rural vs. nonrural students". The general importance clusters, the items within them, and the mean ratings are presented in Table III.

The clustering of topics was somewhat different when the ratings according to personal interest were considered, but the top-rated cluster again consisted of items which centered around the school effectiveness theme. "Delivery of services" and "rural preservice practica issues" were also high-rated clusters. Mean ratings of items according to personal interest were generally lower than than those rated for importance of research to the field. Table IV lists the items within each of the clusters rated according to personal research interest.

Differences Among Respondents

To determine the differences among respondents, chi-square analysis was used to compare rankings of themes, and analysis of variance to compare mean ratings of items in a cluster, using $p < .05$ for both methods as a criterion. In comparing the responses of rural special educators and general rural educators, differences existed on six of the twenty-six rankings of themes and nine of the seventeen cluster ratings. For instance, rural school effectiveness was more important to the general educators, as was personal interest in advanced technologies. Table V indicates the significant differences between these two groups of respondents.

While differences on some themes and questions between federal regions were found, these were infrequent. Out of 26 rankings of themes and 92 ratings of questions, only 14 showed "significant" differences among regions.

The number of significant differences increased slightly to 22 out of a total of 118 when rankings and ratings were associated with institutional affiliation. Of these 22, 19 had to do with personal interest; only three referred to general importance to the field. As noted, very few significant differences existed. In fact, a key strength of the entire analysis is the homogeneity of responses and research prioritizations.

All raw data (completed questionnaires and computer printouts) are available in the Consortium headquarters and may be reviewed by interested parties.

Educational Importance

The empirical clusters and topical areas within each cluster have been used to establish a national rural education data base which currently contains the following five data banks, with other data banks under development.

1. A member profile data bank containing an abbreviated vita of all NRERC members.
2. A research skills data bank listing members' skills which they are willing to offer to a research project.
3. A research interest data bank which links members with similar interests. The categories used to link the members were those established in the above study.
4. A conference data bank containing lists of members who usually attend particular national conferences to facilitate "piggy back" meetings.

5. A subject pool data bank containing profiles of schools, communities and counties of potential research subjects and indexes by grade level and various categories, e.g., ethnic minorities and family income. This bank was established to assist researchers in obtaining geographic generalizability in their research projects or to obtain a needed population for their research.

The third edition of the NRERC Data Banks Manual has just been completed. These data banks have been used extensively by Consortium members and other interested parties. They may be accessed by calling, writing or dialing an electronic bulletin board.

Consortium members were asked to submit additional research questions which they deemed the most crucial areas needing further research. Over 1000 questions were submitted. A panel of judges changed the questions into research hypotheses and reviewed them for research importance, wording, placement of item, etc. A consensus of opinion from these judges enabled the Consortium staff to finalize five instruments, which are being sent to rural administrators, general educators, special educators, teacher trainers, and parents. The purpose of this study is to identify and prioritize actual (operational) research questions within each of the identified groups.

These five instruments will then be combined and the highest rated items included in one instrument to obtain comparative data. These studies will assist Consortium interest groups in establishing research projects, the Federal government in funding rural education research, and individual researchers in selecting research projects.

TABLE I

Number of Respondents According to Type of Position and Special or General Education Orientation

	Special Educators	General Educators	Total Respondents
Public School Administrators	50	115	165
College or University Administrators	17	29	46
Public School Teachers	11	4	15
College or University Faculty	37	61	98
State Department of Education Officials	21	9	30
Independent Educational Unit Members	20	24	44
Other or Unidentified Position	32	31	63
	188	273	461

Number of Respondents According to Federal Region and Special or General Education Orientation

Federal Region	Special Educators	General Educators	Total Respondents
1	19	13	32
2	7	16	23
3	18	20	38
4	24	13	37
5	24	42	68
6	12	27	39
7	18	29	47
8	18	30	48
9	12	14	26
10	31	63	94
	183	267	*450

*The total numbers of "general educators," "special educators," and "total respondents" differ in the two tables above because 11 respondents were from Canada. Thus, no "federal region" was indicated for these respondents.

TABLE II

Themes for a National Rural Education Research Agenda Rank According to Means

Importance of Research for Improving Rural Education		Personal Research Interest		Themes
Rank	**Means**	**Rank**	**Means**	
1	5.12	3	5.62	*Rural School Effectiveness
2	5.43	1	5.14	*Curriculum Development Needs & Issues
3	5.84	2	5.26	*Inservice Training
4	6.30	5	6.07	*Preservice Teacher Training
5	6.36	8	7.02	*Personnel Recruitment and Retention
6	6.40	4	5.99	*Service Delivery Model
7	7.33	9	7.21	*Use of Advanced Technology
8	7.35	10	8.16	*Rural Education Cost Effectiveness
9	7.35	7	6.86	*School-Community Interaction and Partnerships
10	8.01	6	6.70	*Teaching and Leadership Styles
11	8.15	12	8.78	*Alternate Funding System
12	8.53	11	8.28	*Characteristics of Rural and Non-Rural School Students
13	9.07	13	9.31	*Federal and State Policies and Legal Procedures

TABLE III

QUESTIONS (IMPORTANCE OF RESEARCH) RELATED TO EACH CLUSTER

Cluster I. Rural School Effectiveness (3.78)
Questions: 12. What educational procedures and curricula work are accepted in very small schools (under 300 ADA)?

20. How can we best measure the effectiveness of rural schools?

21. What makes a rural school effective? How does this differ from criteria that make non-rural schools effective?

22. What are qualitative and quantitative measures of effective school leadership in rural America? How are these different from those of non-rural settings?

23. What are characteristics of effective collaboration?

Cluster II: Governance and Finance (3.56)
Questions: 28. What are effective alternate financing systems for rural schools?

29. How do appropriate legal procedures differ for rural versus non-rural schools.?

38. What are the effects of various service delivery systems for special education?

39. What are the differences in state policies for rural and non-rural environments?

40. What impact do federal and state mandates have on rural school funding?

41. How does one determine cost-effective factors of rural service delivery? What are some of these factors?

Cluster III: Staff Training Needs; Technology as a Resource (3.52)
Questions: 1. What kinds of supervision, practicum facilities and observation strategies are cost effective in various types of rural areas (e.g., remote areas versus small clustered towns, etc.)?

5. How can rural factors such as low incidences of handicaps, transportation problems, and other elements be resolved through the use of new educational technology?

6. Since little actual in-depth psychological testing is done in rural areas, what kinds of programs and tests should be developed and available for use by rural educational staff?

4. What is the need for generalists to meet rural educational needs to serve a range of ages?

Cluster VI, cont'd
Questions: 18. How can training programs balance the need to provide "state of the art" quality role models, practicum experience, etc., with the need to expose students to the realitites of rural schools?

19. How can logistical problems (e.g., travel costs, housing, etc.) of supervising rural remote preservice practica best be addressed?

Cluster VII: Personnel Recruitment and Retention (3.26)
Questions: 7. What are the best procedures to recruit and retain rural special education staff? Regular education staff?

8. What kinds of procedures used by business and other non-government and government agencies (e.g., Peace Corps) for training, recruiting, and retaining personnel could be used in rural preservice preparation?

9. What specific education roles need to be filled in distinct geographic areas? (Are certain handicapping conditions more prevalent in one area or another?

Cluster VIII: School-Community Interaction (3.26)
Questions: 10. For what roles should local rural citizens/teachers be recruited? What roles should be filled by outsiders?

24. How can we secure greater community involvement in rural school systems?

Cluster IX: Rural vs. Non-Rural (3.13)
Questions: 25. How do local school objectives and expectations differ from community and student expectations of rural areas?

26. In what ways are the concerns in #25 different from those of non-rural areas?

27. What are differences in attitudes and self-concepts or rural versus non-rural students?

30. What non-schooling influences are significant for rural schools?

31. What differences does school board composition pose for effective rural school functioning?

32. What aspects of rural teacher education should come from psychology or anthropological science?

33. What cross-cultural skills are needed to effectively function in rural schools?

35. What are differences in rural adult learning (younger and mature populations)?

Cluster IX, cont'd

Questions: 36. What differences, if any, are there in the education of students who leave and those who remain in the rural community? What type of person leaves and what type of person remains?

37. What are the effects of participation in extracurricular activities in rural communities?

46. What are impacts of local rural culture on learning and behaving?

TABLE IV

QUESTIONS IN EACH CLUSTER
(REGARDING PERSONAL RESEARCH INTEREST)

I. Rural School Effectiveness
Cluster Mean: 3.43

Question	Mean
12	2.97
15	3.50
20	3.74
21	3.70
22	3.48
23	3.19

II. Delivery of Services
Cluster Mean: 3.13

Question	Mean
4	3.12
6	2.87
38	3.40

III. Rural Preservice Practica Issues
Cluster Mean: 3.11

Question	Mean
5	3.51
11	3.25
16	2.87
17	2.91
18	3.24
19	2.86

IV. Governance and Finance
Cluster Mean: 2.96

Question	Mean
28	3.11
29	2.38
31	2.81
39	2.81
40	3.24
41	3.13
43	3.02
44	3.40
45	2.70

Table IV
Questions in Each Cluster, Cont'd

V. Preservice Preparation
Cluster Mean: 2.92

Question	Mean
1	3.01
2	2.91
3	2.83

VI. Rural vs. Non-Rural
Cluster Mean: 2.87

Question	Mean
24	3.19
25	2.91
26	2.50
27	2.99
30	2.99
32	2.32
33	2.71
34	3.30
35	2.54
36	2.83
37	2.77
42	2.87
46	3.33

VII. Personnel Recruitment and Retention
Cluster Mean: 2.75

Question	Mean
7	3.22
8	2.64
9	2.58
10	2.57

VIII. Quality Graduates
Cluster Mean: 2.67

Question	Mean
13	2.71
14	2.62

TABLE V

Themes on Which Special and General Educators Differed

Special and general educators tended to agree on the themes, both according to personal interest and according to general importance, with the following exceptions.

Rural School Effectiveness--Personal Interest

	High 1	2	3	4	5	6	7	8	9	10	11	12	Low 13
General Education	49	22	25	21	27	17	20	25	15	8	9	8	3
Special Education	27	11	12	14	13	13	12	7	16	19	12	11	5

$\chi^2 = 26.27$ $p = .0098$

Advanced Technologies--Personal Interest

	High 1	2	3	4	5	6	7	8	9	10	11	12	Low 13
General Education	18	29	20	20	23	22	13	13	20	15	23	9	19
Special Education	5	14	11	8	16	15	14	8	17	19	7	18	19

$\chi^2 = 25.70$ $p = .0186$

Service Delivery Models--Personal Interest

	High 1	2	3	4	5	6	7	8	9	10	11	12	Low 13
General Education	26	18	23	24	22	13	18	17	14	16	8	22	26
Special Education	31	25	24	14	14	11	8	14	4	9	9	4	6

$\chi^2 = 30.76$ $p = .0021$

Preservice Teacher Training--General Importance

	High 1	2	3	4	5	6	7	8	9	10	11	12	Low 13
General Education	22	20	28	21	22	19	21	17	25	22	15	23	5
Special Education	23	27	13	18	12	13	10	14	13	15	9	4	12

$\chi^2 = 26.68$ $p = .014$

Alternate Funding Systems--General Importance

	High 1	2	3	4	5	6	7	8	9	10	11	12	Low 13
General Education	14	11	14	11	20	12	23	23	22	29	28	27	9
Special Education	13	17	7	7	11	18	8	9	21	11	25	26	9

$\chi^2 = 29.06$ $p = .016$

Table V (Cont.)

Curriculum Development Needs & Issues--General Importance

	High 1	2	3	4	5	6	7	8	9	10	11	12	Low 13
General Education	33	40	22	38	32	26	15	11	10	9	11	7	6
Special Education	12	18	21	17	20	16	17	20	9	10	13	6	4

$\chi^2 = 22.11$ $p = .036$

Clusters Showing Significance Difference Between Special and Other Educators

Personal Interest Clusters	Mean of Responses to Items in Cluster		N	F	P
	Gen Ed	Spec.Ed			
I	3.51	3.28	410	6.60	.01
III	3.04	3.28	417	9.19	.003
VI	2.73	2.94	411	5.63	.02
IX	2.87	2.71	415	4.16	.04

Importance to the Field Clusters					
I Rural School Effectiveness	3.85	3.70	438	5.30	.02
II Governance/ Finance	3.50	3.64	441	4.48	.03
III Training/ Technology	3.45	3.61	440	6.34	.01
VII Recruitment & Retention	3.17	3.37	438	6.91	.009
IX Rural vs.Non-Rural	3.20	3.04	441	6.92	.009

Thursday, October 10
3:50 - 5:00 p.m.

RURAL MENTOR TEACHER PROJECT
SUL ROSS STATE UNIVERSITY
DR. JIM GAGE

ABSTRACT

A remote location + a sparse population = limited student field experience opportunities. This equation has plagued rural schools and colleges for years. One solution currently being implemented in West Texas by Sul Ross State University is the Rural Mentor Teacher Project (RMTP).

The RMTP will select outstanding teachers who can serve as mentors and role models for student teachers. Teachers will apply or be nominated and will be screened using a rigorous evaluation process jointly developed by Sul Ross State University and participating school districts.

The teachers selected as Mentors will be paid a stipend of $2,000.00 per year in recognition of their Mentor status and will be asked to fulfill the following duties:

1. Supervise student teachers and/or interns in the Mentor's school district.
2. Provide orientation to student teachers and cooperating teachers (those who may have student teachers in their classroom) in the Mentor's school district.
3. Serve as demonstration teacher for possible videotaped lessons for use with prospective teachers in the college classroom. In the near future it is likely that a closed circuit hookup through satellite will be made between the university campus and Mentor teacher classrooms.
4. Co-teach, with university faculty, summer courses and inservice institutes.

In 1984 the state of Texas passed legislation which provided for extensive changes in public education. One legislative change requires that teachers be placed on a career ladder, ranging from beginning teacher to master teacher. The Rural Mentor Teacher Project is congruent with the career ladder requirements and will assist school districts in the important and difficult task of developing appropriate criteria and procedures for selecting master teachers.

A significant feature of the RMTP will be the development of new partnerships between public schools and the university.

Thursday, October 10
3:50 - 5:00 p.m.

Teacher On Television: New Opportunities for Rural Teacher Preparation

Prepared for

National Rural Teacher Education Conference
Bellingham, WA

October 10, 1985

Mary P. Hoy, Ph.D.
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THE PROBLEM

As early as 1904, Dewey noted the value of preservice teachers seeing experienced colleagues working with children. Despite a paucity of conclusive research on the effectiveness of preservice experiences, teacher preparation programs are currently being compelled to provide students with additional varieties of clinical and classroom experiences prior to student teaching. A major challenge in the thrust to provide "field-based" experiences for preservice teachers is to provide an appropriate theoretical base to prepare students for applied experiences. Furthermore, when one considers the appropriations consumed by a fieldbased component, preservice teacher preparation should allow for maximum benefit from fieldbased opportunities. The expenses for an Iowa State University junior-level field experience are summarized in Table 1.

Table 1. Expenses - Field Based Component of ISU Block II

	1983-84	1984-85
Bus Drivers	485.00	835.00
Block travel	257.00	1,091.00
Buses	1,984.00	2,488.00
Salaries (est.)	7,500.00	7,500.00
	$10,226.00	$11,914.00

Number of students: approximately 150
Number of hours: 2 semester hours credit
10 weeks duration, 6 hrs. weekly
(60 hours)

It seems critical, therefore, to supplement preservice teachers' expanding theoretical base with exposure to as many aspects of classroom teaching as possible before they assume part of the classroom teaching role. Traditionally, therefore, professional preparation has included placing prospective teachers in classrooms to observe. At most teacher preparation institutions, providing preservice teachers with adequate observation opportunities is complicated by 1) limited observation sites and restricted classroom populations available, 2) lack of systematic training of students in observation techniques, and 3) limited funds.

Limited Sited/Restricted Classroom Population

Like other teacher preparation programs, the ISU program provides preservice teachers with observation opportunities within an area of proximity to the university. Therefore, depending on the location of the institution, students do not have exposure to a diverse set of observation experiences including urban, rural, and metropolitan.

Time and travel constraints limit the diversity of observation sites currently available to ISU preservice teachers. The local school population is not representative of the varied ethnic groups, minority groups and socioeconomic levels which graduates will encounter in future teaching situations.

Requests for increased preservice experience for our students taxes local schools that are already inundated with requests for field visitation and experiences. Transportation of preservice observers becomes costly and time-consuming as additional sites are needed.

Lack of Early Systematic Training in Observation

The topic of observation techniques is usually introduced in an educational psychology course. At Iowa State University, this occurs in a junior-level Educational Psychology course, Ed Psych 333. There is a need for early systematic training which includes readily available, affordable opportunities for students to extend and refine observation techniques before requiring the students to be informed observers during their field experiences.

Since Horn pioneered a system for observing and coding classroom behavior (1914), many classroom analysis systems and observation instruments have been developed. Research findings suggest various teaching and child behaviors that result in effective instruction. Since preservice teachers will be evaluated during student teaching and in their future positions in the following areas: 1) productive teaching techniques, 2) organized classroom management, 3) positive interpersonal relations, and 4) professional responsibilities, they should be trained to recognize and evaluate these performance areas during observation.

No matter which observation instrument(s) and analysis system(s) are employed, the problem remains how to best offer preservice teachers opportunities to extend and refine observation techniques.

Past Attempts: Direct Observation

Direct observation (sitting in classrooms) poses problems of disruption and scheduling. Under direct observation circumstances, there can never be freedom from the disruptions which an observer may cause. Furthermore, one can never be sure of the effect of the observer's presence on teacher and/or students' behavior. In an attempt to minimize disruptions, student observers have difficulties viewing certain details while sitting in the classrooms as well as being deprived of opportunity for spontaneous discussion of the classroom events as they unfold.

Past Attempts: Indirect Observation

Indirect observation of classroom activities has been enhanced with the refinement of videotape technology. Classroom activities preserved for later analysis of teacher/learner behaviors are available within most teacher training programs. While few would argue the value of videotapes in teacher preparation, there are problems involved in videotaping in a naturalistic setting.

1) Crew and equipment can interfere with classroom activity, for a high quality, naturalistic product requires camera and mixing equipment for 2 operators.
2) Resulting video depends on the sensitivity of the crew to capture specific student activities and teacher activities.
3) Uncertainty of the use to which the videotapes would be put may discourage participation from desirable teachers and parental refusal for participation of certain children.

Videotaped teaching segments are used as part of the School Improvement Model (SIM) in training school administrators, school boards and teachers to evaluate teacher performance to help improve instruction. Developers of the evaluation system confirm the drawbacks of sole use of videotapes. The medium often imparts a staged, edited and, therefore, less-than-real connotation in addition to being costly to produce. As reported by SIM developers, fifteen-minute videotaped segments presently cost $9,000 to produce. Purchase of videotapes is likewise expensive and often of limited availability.

National Need: Observation Preparation

It is important to note that the problems described are not unique to Iowa State University. A majority of personnel surveyed from top undergraduate education programs (rated by the Gourman Report 1983-84) indicated the need for more systematic, infused training of students' observation techniques focusing on pupil behaviors, teacher-pupil interactions or evolvement of lesson objectives. This is also the opinion of a majority of respondants to a survey distributed to teacher educators at the 1985 American Association of Colleges for Teacher Education.

Diverse Classroom

Just as there is growing national concern about the preparation of teachers interested in rural employment, institutions are questioned concerning the preparation of teachers to assume responsibility for education of exceptional children in the least restrictive environment. The spirit and intent of P.L. 94-142 requires all educators to be familiar with the needs of handicapped learners, yet many educators have had limited opportunity to gain experience with handicapped students, lack the necessary skills to teach handicapped students, and exhibit attitudes that can hinder mainstreaming. All personnel surveyed from top undergraduate programs report severe limitations in providing preservice teachers with adequate exposure to teachers as they work with handicapped chidlren. Students in education are denied this experience unless they specialize in special education or unless they happen to be placed in a classoom with a mainstreamed population during their field experience or student teaching.

Alternative Supplement to Direct and Indirect Observations for Preservice Teachers

It is crucial, therefore, to find efficient and economical methods for preservice teachers to observe real classrooms in diverse settings as teachers interact with children. Iowa State University is meeting this need by beaming live broadcasts (9:00 a.m. - 3:00 p.m.) from school classrooms to the university.

The process of live broadcasts will eliminate the drawbacks posed by direct observation. A mounted classroom camera beaming live broadcasts to the university allows small groups and whole classes of preservice teachers to unobtrusively observe and discuss classroom events as they occur. Control of the camera (pan, tilt and zoom) from the campus site allows all aspects of the classroom to be seen. Participants can enter the campus observation classroom whenever their schedules permit, thus allowing observations at diverse times during a classroom day.

The broadcast approach provides a valuable supplement to indirect observation experiences. Although videotapes are used in aspects of teacher preparation, the live broadcasts provide a view of the "real" to balance student reactions to "staged" and edited videotape segments. Furthermore, live broadcasts allow preservice teachers the chance to view lesson continuity and development over days or to observe a specific child over time.

Cameras placed in selected classrooms at diverse settings will provide opportunities for preservice teachers to observe a variety of teaching styles, classroom populations and educational settings.

THE PROJECT

The 3-year project, funded by the Fund for the Improvement of Postsecondary Education (FIPSE) will develop an observation module - "Observation: Key to Experiential Learning" which will be infused into an introductory sophomore level course. A major thrust of this model is the application of the specific observation techniques (direct observation, time sampling, duration recording, etc.). The techniques of observation will be presented by the following methods: lectures, assigned readings (i.e., journal articles, textbooks, and monographs) and microcomputer software programs. The telecasts will be used by the preservice teachers as a practicum or lab to apply observation learnings. The project facilitator will be involved both in the course lecture and the observation settings. The project facilitator will bridge the theory of observation with the application of specific techniques taught in the model - "Observation: Key to Experiental Learning" by assisting preservice teachers in noting both teacher and student behaviors, and explaining classroom occurrences (i.e., grouping; reviews; student behaviors, etc.). Preservice teachers participating in the model will be scheduled into specific observation class periods in order to receive instruction by the project facilitator. Each broadcast day will have specified class periods (number of periods dependent on enrollment) reserved for direct instruction (described above) and the remaining class periods that day will be available to all students to utilize for observational experiences.

The final project objective is to create a consortium of teacher education institutions interested in receiving and telecasting classroom broadcasts via satelite uplink.

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Ardeth M. Deay
Susan Day-Perroots

Thursday, October 10
3:50 - 5:00 p.m.

THE RURAL INCENTIVE: AN AWARENESS PRESENTATION FOR PRESERVICE TEACHERS

THE RURAL INCENTIVE

Part One: An Introduction to the Rural Mind in Rural America

With the arrival of the '80's a new trend in population shift toward rural suburban regions has occurred. It is estimated that 1/3 of our population now resides in rural areas. This shift has created a blend of the old and the new. And will have a tremendous impact on the future of rural schools. Many of you as beginning teachers will start your teaching careers in rural schools with some of the more than 14 million students dispersed among over 10 thousand independent rural school districts. This presentation is designed to help you know more about rural schools: What are they? Where are they? And what does it mean to us as educators?

Rural schools can be found in every state of the nation: In the Adirondack mountains of New York, Appalachia, the plains of the Midwest, ranches in Montana, the wine country of California, islands of Hawaii and villages of Alaska, one commonality they all share is their isolation . . . from shopping centers, complete medical facilities, museums, zoos, etc.

Many rural schools are plagued with lack of support services (special education, music, art, physical education), poor facilities and resources, such as buildings in need of repair, lack of desks, few, if any, computers, dictionaries, maps, globes, etc.

Teachers, must take many of these difficulites into consideration as well as frequent low salaries, little room for career advancement, few opportunities for professional development, and often living in isolated areas or commuting miles to work. Teachers in rural schools are often held highly accountable outside as well as inside the classroom, often serving as coaches, or sponsors of school-community related events. The teacher is expected to reinforce community standards requiring educators to be uniquely aware of the values and mores of the community. So, why teach in rural areas?

The answers vary for many colleagues in the field. Some enjoy the children and the attitude they bring toward learning, some want to return to their hometown or similar areas, some enjoy the challenge, some just want a job, but in nearly all cases, teachers speak of the kinship that exists among teachers, children and community.

Robert Coles describes,

". . . something of a spirit: a closeness to the land, a familiarity with it, and despite the suffering and sacrifice and rage and hurt and pain, a constant regard for that land, an attachment to that land, a kind of love."

This spirit evidences itself throughout rural America as people maintain tradition and cultural values through that love of land.

It is here that the rural paradox emerges. The 'rural mind' as Robert

Coles aptly describes it as unyielding, hesitant, yet generous and affectionate.

Part Two: The Rural Paradox

The paradox goes beyond the individual to all aspects of the community including the school. One prevalent concern for rural teachers is: geographical isolation versus community traditions. Sometimes people living in isolated areas are criticized as inbred and stagnant. Their lack of experience with diverse situations leads to mistrust of outsiders and reluctance to change. This is often evidenced by very traditional uses of funds. You are more likely to find traditional textbooks than mechanized instructional aids in a rural school classroom.

Another way to look at the rural experience is that children grow up in an atmosphere steeped in community traditions. There is opportunity for an awareness of each one's roots and a sense of connectedness as neighbors and relatives must rely on each other. A real irony emerges when one realizes that it is both the community connectedness and their reluctance to change that has presented problems for school district consolidation proposals.

A second issue that rural teachers have to deal with is that everyone knows everyone. It can sometimes feel like a cloistered environment where everyone monitors the patterns of pain and joy in the lives of other community members. Thus a teacher's altercation with a naughty child is not always a one-to-one confrontation. The school secretary may be the child's nextdoor neighbor; a cafeteria cook may be the child's aunt; and her mother or father may be the school bus driver. A teacher's life in, as well as outside, the school day is an open book. This makes it necessary for us to acknowledge that we are all in this together--nobody's existence is in isolation from the rest of us.

The advantage of the rural cloister is a beautiful acceptance of the insider's struggle and celebration of life. Someone who belongs to the community is accepted as part of the community: strengths, weaknesses, talents, and limitations are what make you you and one of us. So this second grader is able to be part of the school community although she is totally blind. There is no question of her part and contribution to the school day. Teachers and students alike see her as a lesson in humility, generosity, warmth, and beauty. Nonetheless, the expense of appropriate tutorial services is costly in a school system where funds are scarce and discretionary monies nil.

A third paradox we have noticed about many of the rural shcools we have visited and worked in is limited financial resources. The cost of providing appropriate support services to small groups of students often puts a heavy responsibility on the classroom teacher, who must plan and teach art, music, physical education, and library skills, as well as the traditional basic subjects. And the same teacher may be expected to do all this with outdated materials and textbooks full of perspectives that have little relevance to the life experiences of rural children.

On the other hand, the best teachers view this situation as a challenge to their imaginations and a test of their resourcefulness. These pictures show students and teachers sharing the resources they do have in abundance--love of life, love of the land, and love for each other. The Outdoor Education Program at this school provides all sixth graders with some real-life skills and pleasures while back-packing with their teachers and the school principal. The commitment and dedication of these educators and children illustrate a fine way for school to connect with life.

Part Three: Making School Relevant Through Integrated Language Experience

Teacher expectations set the tone in any classroom. Many difficulties and problems can be turned around to the children's advantage if the teacher approaches them with the right attitude. An attitude that it is the teacher's responsibility to make school relevant to each child, needs to be espoused by each teacher accepting a position in a rural school. Effective rural educators will do just that, as the experiences of their students are rich in cultures and knowledge of the land. These teachers know that their students want to learn -- when they can relate to the content at hand.

We believe that Integrated Language Experiences for teaching communication skills are a potentially powerful way to help rural children learn from their experiences.

In a more heterogeneous community, it might be questionable whether or not to present a Christmas program, but rural communities frequently have a homogeneous belief system that encourages school activities supporting those beliefs. How the Grinch Stole Christmas and The Best Christmas Ever are two examples of how this school adapted children's literature as a means of applying skills that reflect their community values.

Through their participation, children are integrating skills in the areas of language arts, social studies, art, music and even math. Some students are practicing skills in oral communication, vocabulary, body language, sequence and character development, while others may be focusing on measurement and spatial relationships, designing costumes and scenery, or choreography planning. Whatever their role may be, all children have made a valuable contribution to the presentation that will be shared with the moms, dads, aunts, uncles, and grandparents of the community.

Productions don't have to wait for major community events, however. Often a teacher and class can develop an in-room production that integrates required art and music activities with the language arts skill development that is the focus of most elementary school programs. A puppet show that encourages children to use their imaginations in order to create a tall tale demonstrating components of good storytelling at the same time that it shares a kernel of truth from their lives, gives children a chance to express who they are and validate their own experience within the classroom environment.

Hands-on activities are time-consuming. Their value comes from the total involvement of these youngsters in language experiences that are a natural part of activities that are inherently worth doing. The pleasure and satisfaction that comes from a group goal that takes everyone's effort teaches these children that good language skills are part of the world they live in.

Part IV: Who Makes a Good Rural Teacher:

How different the examples we've just seen are from a recent study which describes an Appalachian community where all of the books used emphasized urban topics. Most of the references to this geographical area cited only the negative aspects of that region. The challenge is directed to rural teachers to establish relationships between school activities and the child's life outside of school.

It is evident that successful rural teachers are a unique breed of educators. Regardless of which state in the nation they come from, they bring with them many of the same qualities deemed valuable to effective teaching in rural areas. At this point you may ask yourself, "Do I have the qualities necessary to meet the challenge for teaching rural children?" The question is a personal one for which you must take into consideration a variety of criteria. We have found that the most successful rural teachers usually:

1. live in or near the community in which they teach or have strong community ties.
2. have a love of the land. (In many instances we found teachers cooperatively involved in spending evenings or weekends backpacking, skiing, or participating in community events with the children.)
3. have multiple certification specializations, i.e. elementary special education and language arts; or elementary math and social studies.
4. have skills in content integration
5. are aware of shopping and medical disadvantages.
6. develop self-sufficiency and
7. can rely on heavy doses of imagination and resourcefulness rather than dollars in providing challenging yet relevant instruction to our nation's rural children.

Clydie K. Mitchell, Frances Whitten
Thursday, Oct. 10
3:50 - 5:00 PM

Inservice Training/Technical Assistance to Rural Schools: Problems and Prospects

The North Louisiana Center for Child Assistance (CCA), a multidisciplinary program of the Children's Center, School of Allied Health Professions, LSU Medical Center, was established to serve the needs of low-incidence handicapped students (autistic, severely/profoundly retarded, deaf/blind, multihandicapped, emotionally disturbed, deaf/hard of hearing, and blind/partially sighted). The Center began operation in 1983 and provides inservice training/technical assistance to teachers of low-incidence handicapped students, parents of these students, and pupil appraisal personnel in a 29 parish (county), mostly rural area in North Louisiana.

Technical assistance is provided in seven basic areas: self-help, communication, perceptual motor, socialization, curriculum development, behavior management, and assessment/identification. The technical assistance provided in each of these seven basic areas is provided through inservice training for pupil appraisal personnel, teachers, and support personnel (e.g., speech therapists, occupational therapists); workshops and group training for parents; and individual consultation with pupil appraisal staff, teachers, parents, and support personnel. Additionally, published and CCA-developed technical materials are assembled and distributed to assist parents and school systems.

The School of Allied Health Professions served as a natural resource pool for staffing the multidisciplinary technical assistance project. Professionals from seven different disciplines (special education, medicine, audiology, social work, psychology, speech pathology, and occupational therapy) work together using the team concept and a variety of consultative models to meet the needs of the various school systems being served, as well as the needs of parents of developmentally disabled children.

The model of service delivery used in this demonstration project could be readily applied in other institutions or agencies with an interest in serving the needs of rural students. The special challenges and opportunities for service delivery in rural areas, including the special problems and successes encountered by this project, will be outlined.

DEVELOPING THE BEST TEACHER EDUCATION PROGRAM IN AMERICA

AN INTEGRATED CLINICAL MODEL OF TEACHER EDUCATION

Lawrence W. Marrs, Dean
School of Education
Western Washington University

INTEGRATED CLINICAL MODEL

OF

TEACHER EDUCATION

OVERVIEW

School of Education faculty, working in committees, have made several important recommendations regarding our teacher preparation programs. It is clear, based on the committee reviews, numerous discussions with faculty, students, practitioners, graduates and others that it is time to make substantive changes within our programs. Western has the capability, given our faculty, organizational structure, campus-wide commitment to education, and quality students to become recognized as one of the most outstanding teacher preparation institutions in America. This should be our goal.

Most of the recommendations made by the faculty committees are consistent with the types of changes being sought by society (at least as indicated by the media!). Many of the changes to teacher education recommended by various commissions and reports can be easily infused into the curriculum at Western, and, in fact, were very similar to the outcomes recommended by the School of Education committees. We already have alliances between "education and academia," and we require our students to have a sound liberal arts education. We enjoy an excellent reputation with our field-based colleagues (although they would like to see more of us, more often).

Western's education programs are due for re-accreditation during the 1985-86 school year. The OSPI has already recommended numerous changes for teacher certification to the State Board of Education and these will require changes in our programs. Additionally, various state committees and planning bodies are making specific recommendations for teacher education. All of these changes will need to be in place (or well along the way toward installation) by the time of the accreditation visit.

It is a time of change and time for change.

The upcoming serious shortage of teachers in the United States (which will be more severe in the west than in other parts of the country) and the amount of coverage teacher education is getting in the public media will cause teacher education enrollments to soar much as they did in the post-sputnik era. In fact, we are already experiencing this surge of enrollment in many of our programs. New teachers will need to be prepared to meet a changing student population and to teach with and about new technologies and information systems while still maintaining a balance with the humanities and arts.

We cannot meet the increased demand for our programs with current resources. We have created an abundance of courses over the past years and our repertoire is too large to continue. Additionally, we allow some of our students to "individualize" their curricula to the extent that many of them reach student teaching without ever having practiced their learnings with children. In many of our secondary programs this is not a result so much from encouraging "individualized" programs as it is from simply not making opportunities available for practica. Thus, many of our student teachers feel terribly unprepared even for "practice teaching,"--they don't know what to teach nor how to do it when they have the opportunity.

If we are to develop programs that prepare the best new teachers in America we must begin to articulate the various elements of our programs. For example, we must blend practica into academic content and this also requires that curriculum development and instructional methods courses be integrated. The following sections provide Planning Principles and a system of Change Procedures which will lead toward an Integrated Clinical Teacher Education Program. This model capitalizes on our excellent faculty resources and University structure.

PLANNING PRINCIPLES

"The School of Education is responsible for developing and implementing those professional education programs which lead to teacher certification...." "It serves as a clearinghouse for the exchange of information and as a coordinating agency for programs at both the undergraduate and graduate levels. The Dean of the School of Education is responsible for coordinating programs which involve a wide variety of departments throughout the University." (From the Western Washington University Bulletin--General Catalog, 1983-85.)

Adherence to the Planning Principles and the Change Procedures contained in this document should result in a teacher education program that is better coordinated and articulated. Currently students take courses "out of sequence" (although, in reality, there is no designated sequence in many programs); many students, particularly in secondary teacher preparation programs, acquire little or no practical experience in teaching or teaching related activities until they student teach; in our zeal to encourage individualization of programs we have developed a smorgasbord of courses and programs and students have very little guidance about what they will need to be good educators; and, many of our courses are taught by more than one faculty member each of whom teaches "to his/her own drummer" (using different syllabi).

The following Planning Principles are presented to provide guidance to all School of Education faculty who wish to receive new or continuing accreditation for their teacher education programs during the upcoming OSPI and subsequent NCATE accreditation visits. While we are asking that all Teacher Education programs be assessed in terms of the Planning Principles, it is understood that some current programs may need little, if any, changing to comply.

We believe that teaching is a craft. As such, it requires the sensitivity and creativity of an artist. In addition, however, it requires the skill and ability of a technician. In order to prepare teachers with abilities and experiences in the range of areas implicit in "teaching-as-a-craft", the teacher preparation program must address the following:

1. The teacher preparation curricula should include in-depth study of one or more academic disciplines appropriate to education in the public schools. Such in-depth study might include a major, a concentration, study in-depth, or some other concept that meets both University and State concerns about teachers having a wide breadth of knowledge with depth in major areas of concentration for instructional purposes.

2. Every aspect of the teacher education curricula must be based on research or sound theory:

   (a) Research about effective teaching has not been in short supply following the various commission reports. While much of it is poorly done, there is sufficient information available to provide direction regarding the kinds of preparation we should provide our students.

   (b) The curricula should also reflect acknowledgement that human, interpersonal skills are important for teachers and that models emphasizing such have a place in the teacher education curriculum. Graduates of our programs should be technically competent and should also exemplify such characteristics as nurturance, empathy, intuition, concern for relationships among people, etc.

   (c) Historically teacher education programs have been constructed around a human growth and development model and this should be one element of this research application to curriculum. Thus, curricula in the teacher education program should include an awareness of personal, social, emotional, and intellectual development of children with concomitant instruction about how to educate children and youth given these characteristics.

3. The teacher preparation curricula must be based upon a strong clinical component. Beginning graduates of our programs and many of our teachers in training have indicated that they have not had sufficient experience teaching children prior to receiving their teaching certificate. All our programs must include guided contact between children, teachers, and our students and faculty. Such clinical involvement could include tutoring programs on campus for remedial and

enrichment instruction of public school children, similar tutoring programs held in public schools after school, observation and analysis of video tapes of exemplary and inadequate teaching, use of computer and video-disc simulation, peer tutoring of fellow University students, and the student teaching or internship experience. (SEE THE DOCUMENT DETAILING THE CLINICAL COMPONENT OF TEACHER PREPARATION.)

4. Teacher education programs must integrate four critical elements central to a good teacher education program: (a) theory, philosophy, or research as a basis for instruction; (b) curriculum developed according to the theory, philosophy, or research; (c) methods of teaching the curriculum; and, (d) practical experience using the methods, curriculum and theory, philosophy or research learned in the integrated course or sequence of courses. Most teacher education faculty will find the curriculum blocking concept useful for restructuring programs to accommodate the integration of the four elements. These course blocks could range in length and would probably include the services of several faculty instructing in any given block. Each block would lead to a subsequent block of courses and activities which would build on former experiences. All students would progress through the same set of core courses and activities. Their programs would be individualized in later courses and experiences depending upon their teaching discipline and/or instructional area of emphasis. The School of Education Undergraduate Core Curriculum Committee determined that the, "Content of the core should provide experiences for students which encourage examination and analysis of:

   a. human growth and development;
   b. learning patterns of young children and adolescents;
   c. individual differences and unique needs of students;
   d. multicultural and non-sexist education;
   e. exceptional children;
   f. the relationship of society to the process of education;
   g. teacher as a decision maker and problem solver;
   h. language and communication skills;
   i. teacher as a moral agent;
   j. role of the teacher as a professional;
   k. behavior management; and,
   l. creating and maintaining an effective learning environment."

The State of Washington mandates the following "Generic Standards" which need to be included in teacher education curricula, many of which overlap with the above:

a. Socio-cultural-economic differences and human relations.
b. Communication and consultation.
c. Exceptionality.
d. School law.
e. Professionalism.
f. Knowledge of K-12 educational setting.
g. Remediation.

In addition, WAC 180-79-135 notes that a teacher certificate candidate must demonstrate knowledge and skills in:

a. Instructional skills.
b. Classroom management.
c. Subject matter.
d. Pupil/student personnel.
e. Pupil discipline.

The State also requires that teachers be competent in instruction of reading and in use of instructional technology.

5. Teacher education must become recognized as a responsibility of the entire educational community and not just the University faculty. Each sub-unit submitting a teacher education program for approval must include in the development efforts substantive participation by a student in the program, a graduate, faculty from the program area, and others as determined relevant (for example public school principals, colleagues from other departments, etc.). Through this process, some who have been our greatest critics should become some of our most assertive assistants in the curricula analysis and revision endeavor.

CHANGE PROCEDURES

The planning process to be used within the School of Education as we begin developing procedures to implement the recommendations of the 1983-84 committees will be as follows:

1. A Core Planning Group will be formed. It will be composed of members of the Dean's Advisory Council, three faculty members from the School of Education outside of the Departments of Educational Curriculum and Instruction and Educational Administration and Foundations, three members of the Professional Education Advisory Board (PEAB) who are not employed by the University, one undergraduate and one graduate teacher education student, and two "at large" representatives of constitutent groups not already included.

2. The Core Planning Group will modify and/or approve the Planning Principles covered in this document and will develop and monitor the curricula planning process.
3. Each sub-unit within the School of Education which offers teacher certification programs (elementary education, special education, and each of the secondary education certification or endorsement areas) will develop an outline of its curricula sequence according to the Planning Principles and will submit these outlines to the Core Planning Group.
4. The Core Planning Group will review the outlines and will make suggestions for changes or will recommend to the PEAB that the programs be developed as outlined.
5. The PEAB will endorse the plans or will indicate areas needing modification. (The University Teacher Curricula and Certification Council (TCCC) will be informed of the progress of each sub-unit's planning.)
6. The sub-unit will develop its courses and practica according to the approved outline.
7. The Core Planning Group will review and approve (or suggest modifications of) each curriculum as it is completed.
8. The Curriculum will be presented to the PEAB, TCCC and Academic Coordinating Commission (ACC) for approval.
9. The Office of the Superintendent of Public Instruction will be advised of our changes and implementation schedule. Accreditation review and approval will be sought for programs approved through this process.
10. The sub-unit will implement the new curriculum.
11. The new curriculum will undergo both formative and summative evaluation.

This process ensures that a COORDINATED University-wide curriculum model will be used--one which will provide prospective educators with sequential, consistent learning integrating theory, curriculum, methods and practice. All elements of the School of Education will be aware of the role each plays in preparing new educators. Programs, courses, and sequencing will be articulated among the many units involved in teacher education. This will assure that students will receive the best teacher education preparation in America.

The products of our programs will be novice teachers who have skills which will be immediately useful to the school systems which employ them.

THE MISSION

Simply stated, the mission of those of us involved in teacher education at Western is to prepare the best new teachers in America. Through development of a coordinated, integrated program, using the processes described above, our program could justifiably become acknowledged as one of the most outstanding in the nation.

Such a challenge should be received with enthusiasm and energy. Faculty must function together as colleagues and not as adversaries. The various administrative units of the University must join together in this mission if our teacher education programs are to achieve the significance that the times demand and of which we are capable. Review committees, internal and external constituents of our programs, and others who review our efforts must approach their various tasks as advocates of teacher education.

CLINICAL COMPONENT OF TEACHER PREPARATION

Two of the major committees functioning within the School of Education during 1983-84 determined that there is a need to increase the amount of clinical involvement our students have with children and youth prior to certification. Students also stress the need for more contact with children during their preservice programs. Practicing teachers frequently claim that many of our students are not prepared for student teaching when they reach the schools.

The model described here builds on the work of the Student Teaching Review Committee and incorporates some of the recommendations from the Undergraduate Core Curriculum Committee. Additional recommendations were provided by WWU students including student teachers, graduates, and first year students. Public school teachers, superintendents, principals, professional associations, and school board members were also consulted in the planning of this teacher preparation model. What follows is a description of a model that synthesizes recommendations and data from all of these sources.

EARLY CLINICAL EXPERIENCES

Freshmen and sophomore students in lower division courses will be enrolled in courses which include some clinical experience with teaching and children. Experience with children and school settings will give University students an opportunity to test their commitment to teaching and to gain skills in small group management. Some examples of these early clinical experiences include:

-viewing video tapes of experienced and excellent teachers in classroom situations.

-Supervised work with community youth groups such as scouts, Sunday schools, and big brother/sister programs.

-Participation in on-campus or public school tutoring programs for children and youth who need remediation or enrichment.

CLINICAL EXPERIENCES AFTER ENTRY TO SCHOOL OF EDUCATION

The students' program within the School of Education will include sequential movement through curriculum blocks. Each block in the students' program will include a clinical component in which the students will practice the theory, curriculum and methods covered in the block. Students will have interaction with children and youths every quarter of their upper division preparation program. Each of these experiences will build on the previous, providing students with an expanding repertoire of teaching skills and strategies. Examples of clinical experiences taken by students in upper division courses will include:

-Viewing of video tapes of excellent teaching in a variety of classrooms and with a variety of teaching styles.

-On-or off-campus tutoring as described above.

-Responsibility for planning one student's program in an academic area for a specific period of time (week/month/quarter).

-Micro teaching lessons with peer and instructor feedback.

-Responsibility for a reading group, math group, etc., for a specific period (week/month/quarter).

-Responsibility for planning classroom activities for a whole morning or afternoon for a specific period (week/month/quarter). This activity will be the "senior practicum" experience and will be part of a course which will include intensive faculty supervision.

All of these clinical experiences will be supervised by University faculty. Students will be provided guided feedback to help them improve their clinical expertise with children. When students finish the academic portion of the program and are ready to begin their internship (formerly "student teaching") they will already have had substantial experience with children in learning situations.

THE INTERNSHIP EXPERIENCE

1. The final "culminating experience" for preservice teachers will be an internship. WWU will recognize the competence of practitioners who function as "intern supervisors" by identifying, with building principal involvement, excellent teachers and appointing them as Affiliated Clinical Faculty (ACF) within the School of Education.

2. Two or more students will be assigned to each participating school. Each teacher will share the observation, feedback, and evaluation of the student intern in his or her room with at least one other teacher. Additionally, the building principal (also an Affiliated Clinical Faculty member of WWU) will observe, provide feedback, and evaluate each intern. Thus, at least three professionals will share responsibility for supervising, and evaluating the University intern. These Clinical Faculty members will be responsible for the instruction, feedback, evaluation, etc. of student interns in their charge.

3. A University Intern Coordinator will be assigned to

each building which has University interns. The Intern Coordinator will assist teachers and interns in situations which cannot be handled within the normal building procedures. The building principal will be involved as the instructional leader and will assist in resolving any problems incurred by the intern and/or the Clinical Faculty member. The Intern Coordinator will provide resources as needed and will serve as the link between the student's academic and clinical preparation.

4. The Univesity Intern Coordinator will assist the Affiliated Clinical Faculty by arranging for inservice events based on ACF needs and requests. Initially, the Coordinator will provide the ACF with standardized evaluation procedures used in the WWU Internship Program, the requirements expected of student interns, procedures to follow if an intern is not progressing satisfactorily and general information on supervision. The Coordinator will maintain frequent contact with the ACF and, initially, will meet with each school team at least twice during each quarter.

5. The University Intern Coordinator will facilitate seminars for interns either in the schools or on the WWU campus. The seminars may be run by ACF, WWU faculty, or teams of these individuals.

6. Western Washington University will: increase the token-honorarium previously paid to cooperating teachers; appoint practicing teachers and principals as Affiliated Clinical Faculty within the WWU School of Education; make the University library available to ACF; invite selected ACF to teach courses (for additional pay and based on the Affiliated Clinical Faculty member's particular expertise); invite ACF to attend workshops and conferences conducted by the School of Education; and will provide other incentives and recognition when possible.

A system for matching student interns with Affiliated Clinical Faculty based on a series of professional and personal characteristics and needs will be developed. This system will increase the probability that every student intern will be placed in an educational environment which will meet his or her needs and that the University student is an asset to the ACF and participating school.

* * BANQUET * *

THURSDAY, OCTOBER 10

6:30 - 8:30 P.M.

HELEN ROBERTS - AASCU
"SHOWCASE FOR EXCELLENCE" AWARDS

MARIE EATON
"LIVING, LEARNING, & THE ARTS IN RURAL SCHOOLS"

Helen Roberts
Thursday, Oct. 10 6:30 - 8:30 PM

American Association of State Colleges and Universities
NEWSBREAK
aascu One Dupont Circle / Suite 700 / Washington, D.C. 20036 (202) 293-7070

FOR IMMEDIATE RELEASE

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Mary Margaret Walker
202/857-1824

WINNERS ANNOUNCED IN AASCU SHOWCASE FOR EXCELLENCE AWARDS PROGRAM

WASHINGTON, DC, July 25, 1985 -- Seventeen model teacher preparation programs have been selected as winners in the American Association of State Colleges and Universities' (AASCU) first annual "Showcase for Excellence" awards program.

The programs are designed to improve the quality of the undergraduate education received by the nation's future teachers. AASCU colleges and universities award approximately 50 percent of all the undergraduate degrees in education that are granted each year in the United States.

The competition among AASCU's 364 member colleges and universities for models in eight program categories began late last year as a means of identifying and highlighting the active role of many AASCU member institutions in the educational reform movement.

The awards will be presented by AASCU President Allan W. Ostar on July 27, 1985, at the annual convention of the Education Commission of the States at the Hershey Philadelphia Hotel in Philadelphia, Pennsylvania. The awards ceremony will take place at 11 a.m. in the Philadelphia Ballroom. Following the awards ceremony, representatives of the award-winning colleges and universities will present papers describing their programs.

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The competition is sponsored by Saga Corporation and AASCU, with the support of the American Can Company Foundation.

The categories and winners are:

Category #1 - Attracting More Talented Students as Majors in the Field of Education

UNIVERSITY OF SOUTH FLORIDA - SunCoast Area Teacher Training Program

Category #2 - Developing More Innovative Curriculums in Teacher Preparation Programs

CALIFORNIA STATE UNIVERSITY, STANISLAUS - Single Subject Credential Fieldsite Program

BALL STATE UNIVERSITY - Experimental Program in the Professional Preparation of Elementary School Teachers

EASTERN MICHIGAN UNIVERSITY - Preservice Elementary Teacher Education Program in Science

Category #3 - Strenghtening Relationships with Local School Districts

CALIFORNIA STATE POLYTECHNIC UNIVERSITY - PolyNet Project

WESTERN KENTUCKY UNIVERSITY - Professional Development Center Network

EMPORIA STATE UNIVERSITY - Building a Model University Program for Service to Kansas Public School Districts

Category #4 - Building and Sustaining New Strategies for Involving the Entire University in Teacher Preparation Programs and Enhancing the Institutional Climate for Teaching and Learning

NORTHERN ARIZONA UNIVERSITY - Center for Excellence in Education

Category #5 - Creating New Strategies for Ensuring the Quality of Education Graduates

UNIVERSITY OF WISCONSIN-WHITEWATER - Teacher Induction Program

WESTERN OREGON STATE COLLEGE - School of Education's Quality Assurance Program

-more-

TENNESSEE TECHNOLOGICAL UNIVERSITY - Teacher Evaluation Model

GRAMBLING STATE UNIVERSITY - Teacher Education Program

Category #6 - Initiating Innovative Applied Research Projects in Education and Disseminating the Findings to Schools and Other Campuses

ILLINOIS STATE UNIVERSITY - Metcalf Project: A Teacher-Research Collaboration in Developing Reading and Writing Institutional Problem-Solving

CALIFORNIA STATE UNIVERSITY, FULLERTON - Teaching Students How to Make Predictions about Events in History with a Graphic Organizer Plus Prediction Guide

EASTERN MICHIGAN UNIVERSITY - Staff Development for School Improvement Program

Category #7 - Discovering New Ways of Training Teachers to Deal with Disadvantaged Youth

WESTERN WASHINGTON UNIVERSITY - Innovative Preservice Training for Rural Special Educators Program

UNIVERSITY OF ALASKA, FAIRBANKS - Cross-Cultural Orientation Program

Eighty-three program models on teacher preparation programs were submitted during the competition and reviewed by a 10-member panel composed of higher education, and elementary and secondary school representatives.

The Saga Corporation, which co-sponsors the awards program, owns and operates four restaurant businesses; owns and franchises three fast service restaurant chains; and provides contract food service management to corporations, colleges, and hospitals throughout the United States and Canada.

The American Can Company Foundation, a program supporter, is based in Greenwich, Connecticut, and awards grants for charitable purposes to a wide variety of nonprofit organizations. Issues of particular importance to the Foundation include public education, hunger and nutrition, and economic transition.

The American Association of State Colleges and Universities (AASCU) is a leading higher education association that represents more than 360 state colleges and universities across the country.

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LIVING, LEARNING AND THE ARTS
INTEGRATING ARTS INTO THE CURRICULUM

Marie Eaton
Western Washington University

As I thought about the title of this presentation and the remarks I might make, I was profoundly struck by the small, yet not insignificant word "AND" in the title of this session. Living, learning AND the arts. "And" is a joining word, a conjunction; a word which brings things together. "And" in this context conveys a powerful message. Living, learning and the arts belong together.

In another sense, however, the presence of the word "and" conveys a second powerful message. Living, learning and the arts. And is a joining word. A word that is used when things are separate in nature and need to be linked. We have in our schools, our curriculum, our classrooms, separated learning from our lives, separated learning from the arts - from the creative act. This separation creates difficulties for all the learners in our classrooms - but particularly for the gifted child.

We have, by the nature of our schools and curriculum placed the emphasis heavily on product almost to the exclusion of process. We have erected barriers between the content areas. In creating these artificial boundries, we have ourselves begun to believe that learning happens in cellular components. Reading happens only between 9 and 9:45. History is taught only during 4th period.

This separation occurs in urban schools and in rural schools. It happens each time we as teachers neglect to help our students see the connections between the things they study. The arts are both process and product. The arts insist on crossing boundries, and are particularly useful in helping both teachers and students see these connections. carved out of time to explore some of the ways this can happen. I would like to share with you six ways that the arts and learning belong together.

ART AS CONTENT

Art could be included as part of the required content in the schools. The recent "back to basics" movement in schools has been appropriate in focusing attention on the building block skills students need to survive in their day to day lives. The schools, however, as most recent critics have indicated, misdefined what is basic. The "basics" include more than learning the fundamentals of reading, writing and arithmetic. If we are to help our children live any more than mundane, "day to day" lives, we need also to include the arts as part of the basic curriculum. When Dr. Maurice Freehill wrote about gifted children being "birth rich and culture poor", he was describing a culture and its schools which present the bright child with poverty of thought and ideas. As Judith Crist said:

> "In this era of affuluence and of permissiveness we have in all but cultural areas, bred a nation of overprivileged youngsters, saturated with vitamins, television and plastic toys. But they are nurtured from infancy on a Dick and Jane literary and artistic 'level; and the cultural drought ...sets in when they are between six and eight."

The study of great artists, writers and musicians will broaden the understanding our children have of the richness of their heritage. The advent of television has brought about a homogenization of the culture. Our children participate for hours each day in language and imagry that is narrow and constrained.

The culture of television, AM radio and rock video is shallow and rigid tapping only a small part of the richness of images and sounds available. It is ironic that as our world becomes more complex and more difficult to understand, the media encourages, reinforces, creates a simplistic, one dimensional view of the world. Life in the sit-coms and police shows is black and white with simple solutions and packaged in neat half hour segments. Real life is neither simple nor neat.

Part of our work as educators is to expose our students to alternatives. To expose them to the richness and complexity of the English language; to expose them to the range and variety of rhythms and styles of musical expression; to innoculate them with an alternative visual imagery of their own and other cultures.

The introduction of art as content does not require a special arts instructor, only an attitude of those within the school that exposure to the arts is important.

Spend a month with Mozart. Bring Mary Cassat to visit your classroom. Invite Salvador Dali, Rembrandt and Emily Dickenson to discuss their works with the children. Read the stories and plays of Bronte, Alice Walker, Dickens, Eliot and Shakespeare.

Many teachers are using excellent

models for integration of literature into the curriculum using self designed or published literature based language arts programs. Homer's Odyssey is used to start children on a journey into the study of Greek literature, myth, art and history. The great books teach more than reading. They teach essential lessons about life. Reading is not just an exercise in memorizing words, but a way to bring ideas to light. The visual and musical arts are not just entertainment, but a means for introducing some of the complexity with which our culture resounds. The wider the range of styles, thoughts, forms to which we expose our students, the greater their capacity to appreciate, create, understand. As Nancy Astor said:

> "Education should educate us out of self into something far finer. into a selflessness which links us with all humanity."

An innoculation of the greater range of options may help our students develop the flexibility of thought they will need to survive in a world where the patterns and connections between things are increasingly complex. The arts of all sorts should be considered part of the basic content in any school curriculum. This step is especially important in the rural schools where access to museums, the symphony or ballet may be more restricted than in the larger population areas and music and art specialists may not be a part of the school staff.

ART AS A VEHICLE FOR CONTENT

The "arts", that is music, poetry, rhyme, visual imagery, can also be a powerful tool for enabling learning. I want you all to sing a song with me that was probably one of the most powerful learning tools of your life. You all used this song to fix permanently one of the building blocks of the language you now easily manipulate on the printed page. As you sing this song, I want you also to remember that Mozart used this same simple melody for a series of increasingly complex variations.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Now I know my ABCs. Next time won't you sing with me.

There are many theories about how music and visual symbols help us "fix" information in our minds. Right/left brain theorists speak of the power of a technique which uses both the language/verbal nd symbolic/music portions of the brain. Those who specialize in memory talk about the use of patterns or structures which help us organize seemingly random information into something more easily remembered. Regardless of the reasons - the technique works. Attaching information to be learned to a musical, or visual pattern can help children remember sequences or content in an enjoyable way. Learning can be reinforced and more easily recalled through the arts.

Connie Kaldor, a Canadian musician, has written song which is a good example of a "teaching" song. The song presents the life cycle of a plant and could be used as part of a unit on plants and how they grow.

If you've got the sun and if you've got the rain
Plant a little seed in the old back lane.
You wish and you pray and you keep the weeds down
And you might find, you might find
A root growing out from the seed in the ground.
...
A shoot growing out from the root from the seed...
A stem...
A flower...

A seed growing out from the flower from the stem
From the shoot from the root from the seed
In the ground.

The art form is the vehicle for carrying the content to be remembered.

The arts can also help teachers integrate another type of content into the classroom. Teachers are often called upon to help children deal with the emotional issues in their lives. Songs, poems, stories can help initiate discussion in classrooms about topics which are hard to discuss.

Tattling, for example. Elementary teachers, in particular, have to help children learn appropriate and inappropriate times to "tell" and deal with the anger they feel when another child does something they don't like. Rosalie Sorrels wrote a song which both teachers and children enjoy. A song which helps children begin the discussion of this difficult topic.

I'm Gonna Tell

I'm gonna tell, yes I'm gonna tell
I'm gonna holler and I'm gonna yell
I'll get you in trouble for everything you do.
I'm gonna tell on you.

I'm gonna tell that you punched me and you kicked me
I'm gonna tell that you scratched me and you bit me.
But I won;t tell mama what I did to you
No, I'm gonna tell on you

I'm gonna tell where you hid the broom
So you wouldn't have to clean up your room
Then mama will sweep up the floor with you
Yes, I'm gonna tell on you

I'm gonna tell that you broke that plate
And I'll tell mama 'bout those bananas you ate
Soon she'll find out about the cat and the glue
I'm gonna tell on you

Child and adult alike understand the self-righteousness and the longing for revenge implicit in this song. The singing about them makes them easier to discuss.

There are also songs, stories, plays, poems, pictures about other issues central to the emotional/social learning of our students. The arts can make these issues of death, divorce, separation, fear, self-image more accessible to students. The arts can help our gifted students explore and discuss their feelings and fears of being different and develop a more positive self image in recognition that others have had similar problems.

ART AS ANTICIPATORY SET

Those who write and study effective learning have explored the importance of anticipatory set in the learning process. Anticipatory set is the "getting ready to learn", setting the tone for what is coming. Anticipatory set is also often preparing the learner in the emotional/feeling level for the cognitive content. The arts can be used very successfully to set the stage for learning.

The social studies teacher introducing a unit on the settlers of the midwestern states of our country might spend sometime talking about the reasons people moved and the hardships they encountered. She might talk about the loneliness of the prairies for those who moved west, or she might read a poem or sing or play a song like Tom Hunter's _Followed by the Wind_ to set the emotional tone.

Followed by the Wind

Blowing down the valleys and out across the plains
There's a wind that makes the grasses lean
And bends the falling rain
Blows the clouds, the golden fields

And gives the seeds their wings
And everywhere you go,
You know, you're followed by the wind

Fills your mouth with dirt and grit
And makes the night hawks soar
Whistles round an old homestead
And bangs a rotten door.
The house is long abandoned there
Where once a farm had been
The folks who came went broke
And fled, followed by the wind.

No, you can't catch the wind out here
And you can't fight the sky
I've seen the ones who thought they would
I've seen their spirit die
'Cause out here on the edge of things
Where loneliness begins
The day seems next to endless
When you're followed by the wind.

The homestead act of '62
Brought folks to find a home
The land was vast, the price was right
But they settled all alone.
Strung out and unprotected there
From solitude and wind
Some went mad, and when they left
They were followed by the wind.

Some winds fill the sky with storms
And some clear storms away
Some winds scream and others purr
Some bring the gentle rain
But out here it can blow for days
So you think it'll never end.
It helps to have some friends around
When you're followed by the wind.

If the teacher were introducing a unit on the civil war, a song like Steve Goodman's Spoon River could set an emotional tone which could prepare students for a discussion of the human tragedies in any war or conflict. I want you to notice how the abbreviated images used by Goodman evoke broader and more complete feeling and pictures almost like a pebble thrown into a pool of water.

Spoon River

All of the riverboat gamblers are losing their shirts
All of the brave union soldier boys sleep in the dirt
Yet you know and I know there never was reason to hurt
For all of our lives were entwined to begin with
Here in Spoon River.

All of the calico dresses, the gingham and lace
Are up in the attic with grandfather's derringer case
There's words whispered down in the parlor - a shadowy face
The morning is heavy with one more beginning
Here in Spoon River.

Come to the dance, Debbie Perkins, I like you right well
The Union's preserved. If you listen, you'll hear all the bells
I pray there's a heaven, I know that I've seen most of hell
My rig is outside, Come and ride through the morning
Here in Spoon River.

In using art as the anticipatory set, it is not essential that all the images be accurate or complete; discussion that follows will help the student place the images in context. In fact, for the gifted child, the ambiguity of these images will probably stimulate more discussion and connection than might have happened with a more descriptive song or picture. When selecting art forms to set anticipatory tone, try to seek those that will evoke an emotional as well as a cognitive response. When the emotional set for learning has been prepared. The cognitive ground is more fertile, ready for planting. Select those songs, poems, pictures, films that in their ambiguity leave the student some room to discover and explore the connections. Nor is it necessary to be a performer. There are records and tapes readily available with appropriate material.

ART AS A TOOL FOR LEARNING HOW TO LEARN

Art and the art forms, therefore, have a function beyound the content they carry, beyond the culture they provide. Art is in its very nature, a tool to enhance the ability to use complex learning skills. As teachers of the gifted, we focus a great deal of our time and energy in developing ways to enhance thinking skills.

All great art is based on seeing connections and patterns in things that were always there, but not yet perceived. It is through the artist's eye that we are given a window into the "true" nature of the world. As the American educator and philosopher Susanne Langer said:

> "The secret of the fusion is the fact that the artist's eye sees in nature....an inexhaustible wealth of tension rhythms, continuites and contrasts which can be rendered in line and color; and those are the "internal forms" which the "external forms" - paintings, musical or poetic compositions or any other works of art express for us."

Art, it seems to me, should simplify. That, indeed, is very nearly the whole of the higher artistic process; finding what conventions of form and what details one can do without and yet perserve the spirit of the whole.

The arts give importance to the small details out of which we see the larger patterns. Part of the power of the song, the story, the photograph, the canvas is that we are led by the artist to discovery of the larger meaning through the exploration of a small part of the whole. Art is by its nature compressed and incomplete.

The song about Spoon River, for example, conveys with the few simple concrete images a whole era and time. A feeling tone. "Calico dresses and grandfather's derringer case" connect with a miriad of other images in the mind of the listener. The song, the poem, the play, the photograph can resonate in more than one direction.

Sometimes it is the smallest and seemingly most insignificant of details which leads to some of the most profound of perceptions, exactly because the insight can be said indirectly. Tom Hunter, in talking about the process of writing songs with children discussed the connection between the detail and the places children took the detail.

> "A conversation with children about pockets started with the fun of making lists of where pockets are found and what's in them and ended with it not being fair that some are full and some are empty. A conversation about a turtle started with the phone number on his shell and the limp in his leg, and ended with honest comments about domestic violence."

The arts, in their use of detail have the same type of power that parable uses. They teach us, not by didactic method, but by allowing us to glimpse the whole out of the corner of our minds. The elegant thing about art is that you can say things that are too big to say. The arts can give our gifted students a language to communicate their own personal connections.

The arts are not the "icing" on the cake or the "butter" on the bread of the curriculum. The arts are an arena for practicing learning skills necessary to understand and use the other side of the curriculum. The arts are a process of refining our vision of what is true. The great scientist understands patterns and uses them in structuring her field. The linear thinking of the scientific method is only one tool that the scientist uses to apprehend the not yet known. When Crick was pondering the essential nature of DNA - the building block of all life- it was the use of visual imagery that provided the key. He saw the double helix in the fire - a vision. and made the leap to his field of work. He made connections.

There is more commonality between the great poem and the deep theorem than we understand. Both the artist and the scientist are trying to talk about a "truth" in concise language and to allow us to see this truth in a new way. Science is only another form of mythmaking which moves us from the known closer to the unknown. The metaphoric language of physics is as rich as that of literature.

Jacob Bronowski, in Science and Human Values understood the essestial connection between art and learning. He said:

> "We remake nature by the act of discovery in the poem or in the theorem. And the great poem and the deep theorem are new to every reader, and yet are his own experience, because he himself recreates them."

It is interesting, yet not surprising, when reading the biographies of the great scientists or politicians to discover that many were also accomplished artists. Both Einstein and Schweiztter were talented musicians. Galileo was a lutist. Elizabeth Sewell, the literary critic, had advanced degrees in both the sciences and humanities. Conversely, great artists are often well trained in the sciences as well. Leonardo da Vinci was a master of his artistic craft yet was also a great inventor. Gertrude Stein had advanced training in medicine. I can't help but believe that their participaton in their art prepared and enhanced the skills and perceptions which enabled them to make those cognitive leaps and their training in the sciences may have made them clearer observers of their world. Art and technology are not as separate as we have made them. Einstein, when asked where his ideas came from, said they came from images.

Learning how to learn is as basic a part of the curriculum as any content. Our world is changing more rapidly than we can imagine. A biochemist, teaching beginning medical students, recently remarked to his class. "Half of what you are about to learn will not be true by the time you graduate. That does not bother me. What does bother me, is that I don't know which half." We as educators can no longer participate in the illusion that we can teach our children content that will serve them for their lives. We must, instead, use the content as the vehicle for teaching them how to discover and integrate the new knowledge. Our students live in a world that is certain because of its' unknowns.

Our children may not stay in their rural communities. They may leave to explore careers and lives in places and times for which we have no way to prepare them except by helping them learn to inquire, question, synthesize, hypothesize. Tomorrow's (or perhaps today's) illiterate will not be the person who can't read, but the person who has not learned how to learn.

ART AS PRODUCT

Another way to integrate the arts into the curriculum is to use artistic expression as a means of demonstrating conceptual understanding of a body of knowledge. Art can be used as a product. Students in schools are often required to write reports or papers in which they rehash and paraphrase what they have learned in a unit of study. Mirra Komarovsky a noted educator and writer said:

> "The greatest danger of traditional education is that learning may remain purely verbal. Words are learned and placed in dead storage in one part of the mind while life is lived unilluminated and unguided by this learning. Such a danger is inherent in the very nature of education."

The use of verbal and written language skills are important, but they are not the only ones. In a sense requiring written reports to the exclusion of other forms of expression is like practicing only one stroke in a game of tennis. It doesn't really matter if your forehand stroke is good. If you don't also have practice in backhand and the serve, you can't participate fully in the whole game. In the class I teach at Western on educating the gifted and talents, I ask students to elect a project format in which their final product can be anything but a written report - a poem, a collage, a game, a slide presentation, a speech, a song. The only requirement is that the vehicle they choose demonstrate their own synthesis of some part of the content they have studied. Most students feel panic at the thought. Nowhere in their previous schooling have they been given practice in the production of anything but pages with words stapled together inside a cardboard cover. Once they face their fear of expression in other than a verbal form, they often find a creative power and excitement they didn't know they possessed.

Not only should we encourage practice in other areas of production for students, but we may also find pupils whose conceptual understanding is better than we knew. Not all gifted students are facile in written or spoken language. Their skill in writing and language production may impede their ability to show us what they know. If we provide some alternative routes we may find that learning has happened. The design of a new cover for a book can be an effective device for demonstrating an understanding of the main idea or theme of the story. There are many appropriate routes to the same destination.

Additionally, the act of "creating" leaves the path open for new discoveries. As all of you who work with gifted children know, A curriculum which includes discovery as well as digestion, may, however, be threatening to the teacher. The joy and the secret terror for the teacher is that the student may make connections that we have not seen. It will not only be the student who changes, but ourselves as well. The arts can be a personal point of view and we may not be comfortable with the products our students develop.

Allowing and encouraging other forms of production in addition to verbal ones may also allow some kinds of understandings which are better perceived through alternate kinds of imagery. Some contents and feelings may be better apprehended non-verbally.

ART AS PLAY

The infusion of the arts into the curriculum can have the side benefit of making learning fun. Students often have the misperception that in math class you work--in art class you play. Learning is not supposed to be fun; if you're having a good time you're not learning. Yet the best of the learning situations are playful, full of joy and fun. Music, poetry, visual imagery and the student's participation and creation of these forms can make learning a joyful process.

In addition, the act of creation itself is the learning act.

Learning is a process, a journey, not a destination. We are a nation hooked on products. We have institutionalized normative measures. We should become equally addicted to formative measures and the recognition that the process is as important. And that the process of learning is fun.

SUMMARY

The title of this talk should not be living, learning and the arts but living, learning as an art. The arts teach us about the central nature of what it means to be human. They are an essential part of the curriculum for all learners across all ranges of abilities and talents, in urban and rural schools, for I am convinced that we must train not only the head, but the heart and hand as well. We must begin to apprehend the patterns in words, numbers, language, history and our own lives. We must begin to understand that everything we do matters. Each word we choose to say or write has a life of its own. Each number changed in an equation alters the balance of things. Ernest Boyer, wrote eloquently about these connections.

> "The arts not only give expression to the profound urgings of the human spirit. They also validate our feelings in a world which deadens feelings. Now, more than ever, all people need to see clearly, hear acutely, and feel sensitively through the arts. These skills are no longer just desireable. They are essential if we are to survive together with civility and joy."

We are all part of a deeply rich dance that is life. Learning is the basic step of that dance. Learning itself is art. The most profound of all the arts.

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FRIDAY, OCTOBER 11

* * GENERAL SESSION * *

"BUSINESS/RURAL EDUCATION PARTNERSHIPS - PROFITABLE!"

LARRY MARRS, MODERATOR
BARBARA BOWEN, APPLE COMPUTER COMPANY, INC.
ROBERT HUGHES, THE BOEING COMPANY
FREDERICK HUME, JOHN FLUKE MANUFACTURING COMPANY
ROBERT G. ROSS, WESTERN WASHINGTON UNIVERSITY

Friday, October 11
8:30 - 9:45 a.m.

NATIONAL RURAL TEACHER EDUCATION CONFERENCE
Western Washington University
October 10-11, 1985

"Business/Rural Education Partnerships"

Apple Education Affairs Grants, 1983-1985
Barbara L. Bowen, Ph.D., Program Director

Vignettes of Rural Educational Computing Projects

"A Computer Network for Gifted Science Students and Teaching Improvement in Rural Appalachia"
Western Carolina University/ 14 rural schools

Project Coordinator: Dr. Roger Bacon, Chemistry Dept., WCU, Cullowee, N.C. 28723
(704) 586-8399; 227-7260

Summary

Microcomputers and modems are used to connect the science classrooms of 14 small rural schools with one another and with Western Carolina University. This network is a vehicle to unite schools within a "scientific community" and provides enrichment activities for students and a support system for teachers. The use of a microcomputer network meets an instructional need of rural, isolated schools which is difficult or impossible to meet in other ways.

Two of the primary network uses are Bioquiz and Chemquiz--questions and problems are put on the network by staff at WCU. Students respond to the questions on-line often working in pairs or teams.

Students at several high schools are involved in networked research projects--an acid rain research project and a joint research project between North Carolina Wildlife Resource Commission and WCU Micronet.

The network provided isolated rural teachers with a communication resource which they used to communicate with one another and with WCU.

What teachers say about the impact of the project

"The major impact and success of the Micronet Project is the interest and enthusiasm it has created in my students. This enthusiasm has grown each year and I expect it to increase next year as I find more ways to solve time and scheduling problems. I have created a "Special Topics" class in our curriculum for next year to accomodate the growing number of students who desire to be involved in the Micronet Project. It not only has provided a source of learning for the gifted and talented but also for the average and remedial student.

"Other activities and uses of the project computers include keeping informed of upcoming meetings, seminars, workshops, etc. through the electronic mail and "meetings" file. This has made it possible to be informed of such events quickly, allowing time for proper arrangements to be made for the release of the teacher.

"The project computer has also been used to obtain textbook selection information from other science teachers. This information was extremely useful in the selection of science textbooks for our school. The network has also been used to locate specific textbooks to borrow.

"In my personal teaching situation it is essential that I have contact with the scientific community in order to improve my curriculum. Micronet has not only provided this contact, but has done so very effectively. Many teachers in Western Carolina face the same isolation problems that I do due to geographic location and small rural schools. Micronet has become a prime ingredient for successful science teaching at our school and others."

"Microcomputer-based Communications Network of Rural Writing Teachers"

Middlebury College (Breadloaf Writing School/ 5 rural schools)
Proj. Coord.: Prof. Paul Cubeta, Breadloaf Writing School, Middlebury, VT 05753
(802) 388-3711

Summary

Microcomputers have been used to establish an electronic network of rural writing teachers in five states--Maine, North Dakota, North Carolina, Vermont, and Wisconsin--who are documenting how they use microcomputers in their classrooms to help solve the problem of students' poor writing.

Students collaborate in preparing case studies and write to communicate with distant audiences. They transmit their compositions to students in other classrooms across the country. The teachers are also documenting the benefits of such a network to encourage cooperative work and joint problem solving by both teachers and students.

What teachers say about the impact of the project

English Teacher in Wilsall, MT

"At least one student has experimented with invisible screen writing and found that it freed her up in writing a difficult personal narrative...Lots of peer teaching is occuring as the kids very quickly discover who among them is most competent at the computer.

"I have noticed more concern for their writing products when they are working at the word processor than when they are working at their desks with pencil...Some students are producing long, fairly involved pieces with good detail and information. They seem more willing to do this because subsequent drafts are far less arduous at the word processor than with a pencil."

"Developing Writing and Word-Processing Skills Through Microcomputers and Access Technology"

Tennessee School for the Blind/Vanderbilt University
Proj. Coord.: Bill Schenk, TennesseeSchool for the Blind, 115 Stewarts Ferry Pike,
Nashville, TN 37214 (615) 885-2451

Summary

In a project which is the first of its kind in the nation, blind students use braille word processing to reduce the barriers imposed by braille on free expression of written ideas. This project has placed microcomputers throughout classrooms, the library and dormitories at Tennessee School for the Blind for full access by students for writing and telecommunication.

What teachers say about the impact of the project

"We truly feel that microcomputer technology has greatly enhanced learning and productivity at TSB (Tennessee School for the Blind) for our students. All the staff here at TSB agree that with proper instruction and guidance, microcomputers for th blind can make as great an impact on the blind as Louis Braille's invention of braille."

One student's response

"I love working and playing with the computers, because at least for a little while I feel lilke part of the sighted world."

"English Fluency Via Computers"

Yakima Tribal School, Zillah High School/Heritage College
Proj. Coord.: Diane Fairbanks, Heritage College, Fort Road at McKinley,
Toppenish, WA 98948 (502) 865-2244

Summary

This project uses computer-assisted writing to help a rural, multicultural population of students improve English writing skills. The writing and information environment of microcomputers offers a promising new learning approach to Native American high school students and beginning college students who struggle with non-standard usage and grammar. These students use computer-assisted writing to improve English writing skills, and the development, elaboration and sequencing of written ideas. Two key themes which underlie this project are reducing students' fear of failure and encouraging elaboration of writing.

What teachers say about the impact of the project

Zillah High School English Teacher

"As a teacher who was not involved with the grant writing or planning but was included as a part of the staff charged with carrying out the project, I approached the whole project with skepticism and trepidation. I did not know how to use a computer, much less how to teach anyone else how to use it.

The first benefit of the program was that it forced me (and other English teachers) to get involved with the computer, and it opened a new world of possibilities for making the work load more manageable and teaching more effective.

"The second benefit was the students. Not only does the computers provide a tool that makes good writing easier (due to the ease of revision), but it helped students become more aware of the interrelationship of subject areas. Instead of seeing computer class as something separate from and unrelated to English class the students began seeing the relationship between applying skills learned in one class to performance in another.

"An additional benefit (and perhaps the one most hoped for) was that the writing writing of those students who made use of the computer did grow much more than those who were relying on handwriting and typing. I taught five classes of writing a day (grades 9-12). Two of the classes (sophomores and seniors) wer on the grant program; three were not. Those students who were using the computers showed greater gains than those who were not."

Yakima Tribal School English Teacher

Entries from Mr. R's journal

10/18/84

Students are asking for extra printouts of their work to take home, a previously unheard of phenomenon.

11/07/84

Choosing topics that relate to students' self concept has proven to be a winning combination of humanistic and technological facets of education. Students are expressing their feelings about themselves and others and I feel that the fact that word processing makes it mechanically easier for them to write has had positive therapeutic effects.

"Computerized Marine Ecology in the Florida Keys"

Stanley Switlik Elementary School/Barry University
Proj. Coord.: Chris Yahn, Stanley Switlik Elem. School, 3400 Overseas Hwy.,
Marathon. FL 33050 (305) 743-3800

Summary

"Computerized Marine Ecology" involves active participation in field experiences merged with the application of computer technology to increase students' and teachers' knowledge of both the environment and computer applications. The foundation of the proposed project is the creation of a Marine Ecology Database which will provide the framewrok for a variety of student and teacher learning experiences. Students and teachers will gather information during scientific field experiences; create database files and utilize database, wordprocessing and spreadsheet applications to express the outcomes of research and experiments. Through participation in workshops and classroom lesson development, teachers will develop curriculum materials for use in grades 4-6 science classes.

What teachers have to say about the project

Art Teacher, Stanley Switlik Elementary School

"I am most enthused about the application of this project to our special environment--the use of the database for our students in marine ecology. The kids down here are so 'water oriented.' I wish more teachers were involved in the project."

5th grade teacher, Stanley Switlik Elementary School

"The students are very excited and interested in the projects. Many have continued with little teacher guidance."

Chapter 1 teacher, Stanley Switlik Elementary School

"I am most enthused about student interest and excitement in this project, and the progress students have made with Super Pilot...the kids are progressing so rapidly I feel I'm slowing progress due to lack of training in this language."

"Intercultural Network for Learning"

University of California, San Diego/ schools in Escondido, CA; Tijuana; Jerusalem; Tokyo; Juneau
Proj. Coord.: Dr. Margaret Riel, Interactive Technology Lab, UC San Diego,
La Jolla, CA 92903 (619) 452-2957

Summary

This project has established an international network of computer mediated communication among junior high and university undergraduate students from different cultures. Students interact via microcomputers and telephone lines and participate in an international news network and socio-cultural surveys. The focus is on cooperative learning across linguistic and cultural boundaries. Problem solving tasks and more extensive socio-cultural surveys will be posed to network participants in order to investigate the problem of communication and mutual understanding across cultural and linguistic boundaries.

What teachers say about the impact of the project

"Many exchanges focused on gathering opinions from other sites about one's own cultural manifestation. So, students in the U.S. were interested in the impact that certain types of local music had on other cultures. Students in Japan were interested in how Japanese people and customs are perceived by American students as opposed to the perception of Chinese people.

Teacher in Juneau, AL

"One of the pleasant success thus far has been the language component. Juneau students have been excited about the Spanish messages. A vairety of people have helped translate,...[including] a number of language students at the high school...Probably the greatest frustration we now have is the popularity of the project...We do not have time to do the proper training and coordination and many of the communities have not thought the project through thoroughly."

Teacher in Tokyo

"The media for using English in Japan have been, in most usual cases, either by mail or by telephone. The regular mail system is not particularly suitable for educational practices, because its turn-around time is too long. Telephoning does not have this disadvantage, but it is costly, is interfered with time differences, and requires a certain level of command of the language to start with. On the contrary, the electronic mail system using microcomputers offers unlimited amount of time for receiving and creating messages, which can be done off-line, while once a message is prepared its transmission itself can take place almost instantaneously. It currently costs about one-third of the telephone communication. These characteristics of the electronic mail system make it one of the most proper tools for creating environments for learning functional aspects of English in Japan."

"Human Impact on the Lake Champlain Basin"

Colchester High School/University of Vermont
Proj. Coord.: William F. Romond, Colchester High School, P.O. Box 31, Laker Lane, Colchester, VT. 05446

Summary

A team-taught multi-disciplinary course titled Human Impact on the Lake Champlain Basin, utilizing various microcomputer applications and relevant data bases from a nearby state university, is assisting secondary school students to form habits of viewing phenomena as complex relationships, to solve problems through interdisciplinary inquiry, and to communicate results of their studies in creative formats.

Emphasis will be placed upon developing thinking skills such as formulating problems and hypotheses; distinguishing "facts" from interpretations of data; organizing, analyzing and synthesizing; and shaping reports for intended audiences.

The transfer and use of data bases as viable curriculum materials for secondary schools will be tested, as will networking area schools for collaborative investigations on the Lake Basin. Through participation in the project, a teacher training institution will advance its capability to provide sound instruction in interdisciplinary curriculum development and information technologies, and will help in the production and dissemination of a teacher's guide and a project videotape.

"Developing Database Inquiry Skills: An Interdistrict Project"

University of Louisville/ 11 rural Kentucky schools
Proj. Coord.: Janet Parker, Early and Middle Childhood Education, University of Louisville, School of Education, Louisville, KY 40292

Summary

The common mode of teaching for factual learning in social studies classrooms does not adequately equip today's students with the processing and reasoning skills demanded by our information rich society the new technologies have created. In this project 7th grade social studies students develop these skills using computers as an inquiry tool in an interdistrict team project **constructing a regional history database.**

The students: collect data on people and places important in local history, includign lesser known frontier women and ethnic minority groups; use a database and graphics program to structure , store and analyze their information; use a word processor to compose, edit and format reports and a communications program and modem to combine their data with that of students in other districts, forming a larger database from which to examine similarities and differences among the counties.

This non-traditional, process-oriented project includes a comprehensive teacher support component that provides intensive training and monthly group meetings. Teachers are involved in developing curriculum materials. An on-line bulletin board is provided for sharing resources and materials.

The telecommunications aspect enables students and teachers of these small, rural, geographically dispersed schools to work together.

"Speaking Graphically in Indian Languages"

Humboldt State University/ 3 elementary schools in Hoopa, CA
Proj. Coord.: Dr. Ruth Bennett, Bilingual Education, Humboldt State University,
Arcata, CA 95521

Summary

This project is creating a phonetic, computer orthography on a Macintosh computer which will be used to aid the native, oral language American Indian people in making the transition to bilingual literacy. A bilingual dictionary of natural history will be developed by 12 university bilingual teacher credential candidates under the supervision of project staff and implemented in public school classrooms where over 500 children are enrolled in bilingual classes in Hupa/English, Yurok/English, Karuk/English and Tolowa/English. University staff and public school staff will work closely with tribal bilingual teachers in the pre and post-testing of elementary school students.

Active dissemination through a national communication network will make bilingual teaching method, tutorial diskette, and computer curriculum guide available to teacjers and other personnel in educational communities. Diskettes will include a dictionary of terms for animals, plants and environment utilizing the unique graphic capabilities of the Macintosh.

"Preschool Computer Program in an Isolated American Indian Community"

University of New Mexico/ Isleta Head Start Center
Proj. Coord.: Edwina Abeita, Native American Studies, University of New Mexico,
1812 Las Lomas Drive, NE, Albuquerque, New Mexico 87131

Summary

The goal of this project is to adapt teh rpeschool educational environment of American Indian (Pueblo) children to their cultural background. The rural Indian reservation is characterized by a distinct and geographically isolated cultural community. Ordinarily, Indian children are first exposed to outside concepts and values when they enter school. Presently, American Indian children enter school possessing different and distinct cultural backgrounds. Major factors include the differences found in language as well as differences found in world-view concepts.

The key results expected through this project are the development of locally relevant educational materials using microcomputers as well as using the microcomputer in the classroom to help translate abstract concepts for American Indian preschoolers.

The main focus is to employ microcomputer technology as a bridge between the cultural education of preschool American Indian children and the non-traditional education of the Anglo-dominated American society.

"Microchips and Water: Menu for Tomorrow"

Moses Lake School District/Washington State University
Proj. Coord.: Robert L. Jamison, Agriculture/Sciences, Moses Lake School District
1318 W. Ivy Street, Moses Lake, WA 98837

Summary

Students of Agriculture and the Sciences are involved in a 2-3 year research project in which students use microcomputers to organize data on water quality and provide data in a variety of formats as required. The project is unique in several ways. First, to our knowledge, no other school district has reported a similar study of like dimensions using a major university to verify or provide statistical support. Secondly, no other study of water quality is known to be on-line over an extended period of of time in a public school, requiring a 2-3 year commitment of staff, students and facilities. Finally, the project is unique in terms of its diversity of curriculum areas and the dependence of the project on microcomputers for data maintenance and reporting make the project

CONCURRENT SESSIONS

FRIDAY, OCTOBER 11

9:50 - 10:50 A.M.

Gilbert Hunt, Jim Potterfield
Friday, October 11
9:50 - 10:50 a.m.

Francis Marion College and USC-Coastal Carolina College
Rural Education Project

Francis Marion College and USC-Coastal Carolina College are participating jointly in a Rural Education Project funded through a grant from the South Carolina Commission on Higher Education. This project is one of several Commission on Higher Education funded programs designated as "Centers of Excellence".

The goal of the Rural Education Project is to develop teachers who can function in rural South Carolina through improvement in preservice and inservice teacher education curriculum. Specifically, investigations are to be made into the characteristics of the region (focuing on teachers, students, and socio-political environment) that will lead to improved methods and materials for training teachers to work in the area. Also, career education materials will be developed for elementary school students that will offer them a clear understanding of teaching as a profession. It is hoped that such materials will motivate better students to designate teaching as a viable career,

Under the direction of the project's co-directors, a group of 15 regional experts in the areas of history, psychology, anthropology, sociology, and education are being brought together to study the characteristics of the rural region of South Carolina usually referred to as the Pee Dee Region, The data from this study are to be the focal points for the development of curriculum. Video-tape materials will be collected and professional libraries will be developed to aid the education students as well as inservice teachers of the region as they strive to become better prepared to face their unique teaching situations,

Coastal Carolina College and Francis Marion College are state supported colleges serving north-eastern South Carolina, an area known as the Pee Dee. Geographically, the area is primarily coastal plain, covering approximately 4,000 square miles. The twelve county area has a population of 684,000 with a potential elementary school population of 117,200. About 20% of these students attend private, mostly white, schools.

The area consists of small farms and small towns. Very little industry exists in the region. There is one town with a population of 25,000 and one beach resort strip. The population of the Pee Dee is 55% white and 45% black. One county has a black population of 62%. The state of South Carolina as a whole has a 69% white population and a 31% black population.

Average per capita income in the Pee Dee is $5580, with the lowest county having a per capita income of $4483. This contrasts with a state average of $7071.

There are 170 elementary schools in the 12 county area and 24 school districts. Thirteen of the schools have over 900 students and 11 have less than 250 students. The smallest school has 115 students and 5 teachers and the largest has 1089 students and 51 teachers. Seven counties have only one district, the rest have from two to five. Twenty-one of the 24 school districts are defined by the South Carolina Department of Education as critical areas based on potential problems associated with the recruitment of teachers. Out of six school districts in the whole state defined as impaired based on depressed standardized test scores, 4 are in the Pee Dee. Three out of every four students in the area are classified by the state as "rural". One out of five students is classified as "below poverty level" by the state.

The majority of the education majors presently enrolled at the two colleges are natives of the region. 70% of these students are first generation college students.. Over 80% of them are white and female. Nearly 25% of the students are over 30 years old. Most of these students (84%) plan to teach in the region. The majority see education as a life long career and plan to teach until retirement. They are aware that in a region where the per capita income is less than $6,000, teaching will make them relatively affluent. The average salary for teachers in the Pee Dee is $18,833.

There is a large variation in the quality of the teachers presently employed in the schools. Among the older teachers there are many that are products of a poor teacher preparation system. The majority of the teachers (70%) are under forty years old and have benefited from better training and the unitary school system. Most of the teachers are natives of the area and attended college in South Carolina. In fact, many of the younger teachers graduated from Francis Marion College or Coastal Carolina College.

The teacher population is not very mobile. They rarely leave the area and do not change school systems very often. Those that leave teaching, leave for family reasons, many to return later.

Friday, October 11
9:50 - 10:50 a.m.

TRANSDISCIPLINARY TEAM

A COST-EFFECTIVE MODEL FOR SERVING RURAL AREAS

Materials Compiled By:

Mary E. Nutter, Ph.D.
4140 N.W. 27th Lane, Suite C
Gainesville, Florida 32606
(904)372-5689

HOME PROGRAM
TEAM LEADER
+ PARAPROFESSIONAL

REGIONAL
INTERAGENCY
CROSS-CATEGORICAL

INFANT-TODDLER
TRANSDISCIPLINARY

FAMILY INTERVENTION
PROGRAM

Outline for Elements of Staff Development

Day One:

1. Interpersonal Gap
2. Basic Communication Skills
    a. Paraphrasing
    b. Behavior Description
    c. Perception Checking
    d. Description of Feelings
3. Giving and Receiving Feedback
4. Group Agreements

Day Two:

1. Goal Setting
2. Problem-Solving Techniques
    a. Force-field Analysis
    b. STP (Situation, Target, Proposal)
3. Meeting Procedures
4. Procedures for Discussions in Groups.

Two Weeks Later:

Day Three:

1. LIFO (Life Orientations) Methods
2. FIRO-B

Day Four:

1. Analysis of Personal Styles
2. Analysis of Group Style.

Follow-up:

1. Individual sessions on LIFO contents
2. Weekly staff development - 1/2 day a week.

Target Skills:

1. Brainstorming and Survey Techniques
2. Building a Perfect but Believeable Dysfunctional/ Functional Team
3. Build Team Guidelines
4. Set Personal/Professional Goals

Supervisor - Staff Relationship

Regular Conferences

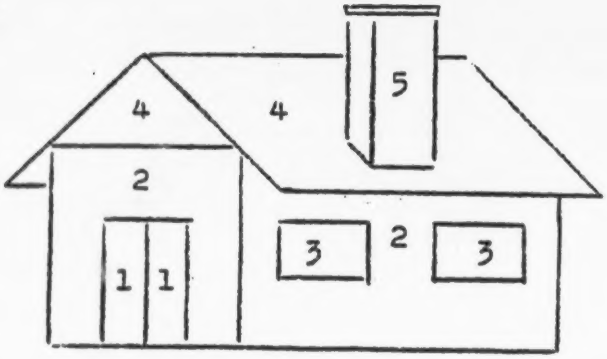
Blank Check

Bucket

Group Expectation Rating

Regular Evaluation

Regular Feedback



Color Key
R - Red
B - Blue
Y - Yellow
G - Green
(See Key at bottom of this page for color interpretation)

---

1. The main focus of service for our center is in:
   - B - Training the child to his maximum potential and expecting the family to help in your training of the child.
   - G - Working with the family to provide the most meaningful program for child.
   - R - Having a smoothly operating child-care program.
   - Y - Training the child to his maximum potential.

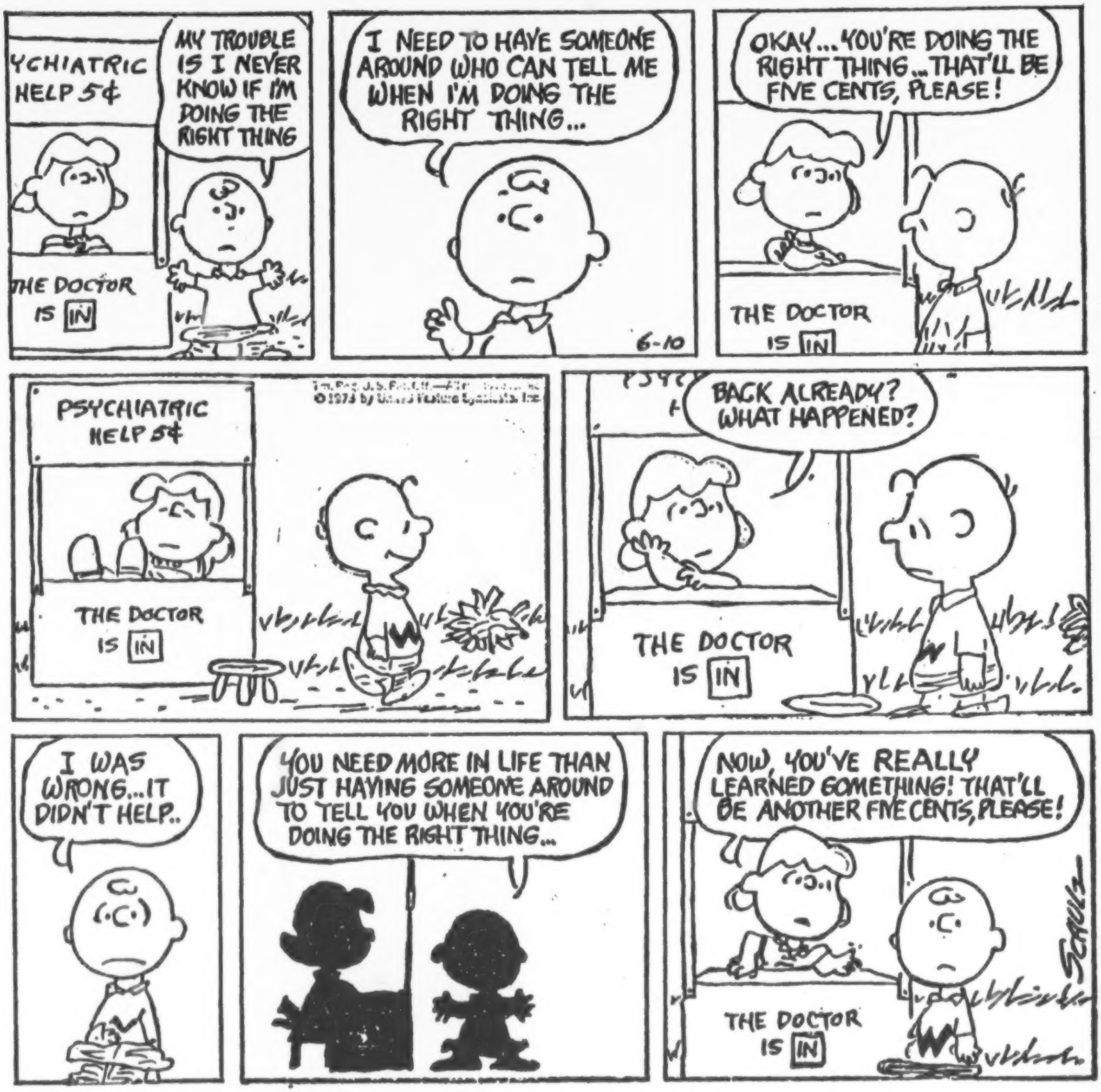
2. In order to provide the best service, our center has:
   - Y - Set policies that are in the best interest of the child.
   - B - Set policies that are in the best interest of the child but are also acceptable to parents.
   - R - Decided on center policies and followed them consistently.
   - G - Involved the families in setting center policies.

3. Our center program and goals are set by:
   - G - Committees or boards composed of staff members and parents.
   - Y - The director and/or lead teacher based on their knowledge and concern for the children's needs.
   - R - The director and/or lead teacher based on his or her professional knowledge of good program planning.
   - B - The director and/or lead teacher based on their knowledge and concern for the children's needs, but parents are asked to assist in reaching goals.

4. The importance of individualization is shown in our program by:
   - R - Helping the child adjust to our program.
   - B - Evaluating the child's developmental level through classroom assessment and interview with the family so as to determine what must be done for the family.
   - G - Evaluating the child's developmental level, family assets, training and service needs, and by shared goal-setting with family.
   - Y - Evaluating the child's developmental level as a basis for setting appropriate goals for him.

5. We evaluate our program by:
   - G - Successfulness in meeting objectives set by parents and center personnel.
   - R - The smoothness of its operation.
   - Y - The effect of program on the child.
   - B - The effect of program on the child and what we can do with the family.

Red - The Institutional Approach
Blue - The Child Center Approach
Yellow - The Modified Child Centered Approach
Green - The Family Oriented Approach


YCHIATRIC HELP 5¢
THE DOCTOR IS IN
MY TROUBLE IS I NEVER KNOW IF I'M DOING THE RIGHT THING
I NEED TO HAVE SOMEONE AROUND WHO CAN TELL ME WHEN I'M DOING THE RIGHT THING...
6-10
OKAY... YOU'RE DOING THE RIGHT THING... THAT'LL BE FIVE CENTS, PLEASE!
THE DOCTOR IS IN
© 1973 by United Feature Syndicate, Inc.
PSYCHIATRIC HELP 5¢
THE DOCTOR IS IN
BACK ALREADY? WHAT HAPPENED?
THE DOCTOR IS IN
I WAS WRONG...IT DIDN'T HELP..
YOU NEED MORE IN LIFE THAN JUST HAVING SOMEONE AROUND TO TELL YOU WHEN YOU'RE DOING THE RIGHT THING...
NOW, YOU'VE REALLY LEARNED SOMETHING! THAT'LL BE ANOTHER FIVE CENTS, PLEASE!
THE DOCTOR IS IN
SCHULZ

PERSONAL GOALS

Improving Skills in Face-to-Face Communication

This form is to help you think about how you communicate with others in face-to-face situations. You can use it to set your own personal goals for improvement by following four steps.

1. Read through the entire list marking each item to show whether you think you are doing all right .... should do it more often .... or should do it less often. Check each item in the appropriate column.

2. If some goals that are not listed are more important to you than those on the list, write your additional goals on the blank lines.

3. Go back over the whole list and circle the three or four skills you believe would be most valuable for you to improve at this time.

		Need to do it LESS	Doing all right	Need to do it MORE	
1.	Being brief and concise...getting to the point........				1
2.	Being forceful and definite rather than hesitant and apologetic..............................				2
3.	Talking in specifics..giving examples, details........				3
4.	Talking in generalizations, principles, explanations..				4
5.					5
6.					6
7.	Letting others know when I do not understand something they have said...........................				7
8.	Letting others know when I like something they have said or done.....................................				8
9.	Letting others know when I disagree with them........				9
10.	Letting others know when I think they have changed the subject or become irrelevant......................				10
11.	Letting others know when I am getting irritated......				11
12.	Letting others know when I feel hurt...embarrassed.. or put down by something they have said or done......				12
13.					13
14.					14

		Need to do it LESS	Doing all right	Need to do it MORE	
15.	Listening to understand rather than preparing my next remark				15
16.	Helping others participate in the discussion				16
17.	Before agreeing or disagreeing, checking to make sure I do understand what others mean				17
18.	Summarizing points of disagreement and agreement . .				18
19.	Asking questions in ways that get more information than "yes" or "no"				19
20.					20
21.					21
22.	Checking out with others what I think they are feeling rather than assuming I know.				22
23.	Responding to a person who is angry with me in such a way that I do not ignore his feelings				23
24.	Responding to a person whose feelings are hurt in such a way that I do not ignore his feelings				24
25.	Responding to a person who is expressing closeness and affection for me in such a way that I do not ignore his feelings				25
26.	Surveying a group to determine how much agreement exists (in making a group decision).				26
27.					
28.					28
29.	Talking in group discussions.				29
30.	Getting feedback...encouraging others to let me know how my actions affect them				30
31.	Being aware when I am trying to cope with my own feelings of discomfort rather than responding to the other person.				31
32.	Being able to stand silence when with others				32
33.	Being able to stand tension and conflict.				33
34.	Accepting help from others.				34
35.	Offering help to others				35
36.	Yielding to others...giving in to others				36
37.	Standing up for myself.				37
38.	Being protective of others				38
39.					39
40.					40

Skills I have --

Skills I want to share with the 0-3 team --

Skills I want to learn while I'm on the 0-3 team --

GROUP SKILL QUESTIONNAIRE

SCALE: 1 2 3 4 5
no skill — some skill — great skill

W = willing to do
L = want to learn
D = don't want to do

W L D

AT THIS TIME, I HAVE:
1 2 3 4 5

GROUP PROCESSES

1 Distinguishing between task (goals), content (topics), and process (interactions) ....
2 Observing what happens in groups ....
3 Describing specific, observed behaviors (verbal and nonverbal ....
4 Identifying factors which affect openness and trust in groups.

COMMUNICATION

5 Listening for understanding, paraphrasing ....
6 Giving and receiving feedback (positive and negative) ....
7 Checking perceptions to gain mutual, accurate understanding..
8 Identifying and expressing feelings ....

GROUP FACILITATION

9 Designing effective meetings (procedures, elements) ....
10 Focusing, summarizing, clarifying discussions ....
11 Giving and receiving information, questioning techniques ....
12 Fostering effective participation of members ....
13 Dealing with disruptive (blocking) behaviors in a group .....
14 Dealing with conflict in a group ....
15 Dealing with feelings in a group ....
16 Clarifying role expectations and responsibilities ....
17 Establishing clear group goals ....
18 Utilizing resources and skills in the group ....
19 Using various methods of making decisions in groups ....

LEADERSHIP STYLE

20 Using different leadership styles ....
21 Developing shared participation in leadership ....
22 Building teams, fostering collaboration ....
23 Analyzing power and influence in groups ....

GROUP PROBLEM-SOLVING

24 Data collection (gathering facts and opinions) ....
25 Identifying causes of problems ....
26 Determining causes of problems ....
27 Generating alternative solutions ....
28 Evaluating and choosing alternative solutions ....
29 Planning actions (how, who, by when plan implemented) ....
30 Evaluating plan and modifying ....

BASIC COMMUNICATION SKILLS
FOR IMPROVING INTERPERSONAL RELATIONSHIPS

1. PARAPHRASE: Stating in your own way what the other's remark conveys to you.

   Examples:
   - a. "Is this ... (statement)...an accurate understanding of your idea?"
   - b. "Would this be an example of the point you made?...(then stating a specific example.)"
   - c. "Do you mean..."

   To understand the other as a person, we check to make sure we understand their ideas, information, and suggestions as they intended them.

2. BEHAVIOR DESCRIPTION: Reporting specific, observable actions of others without making accusations or generalizations about their motives, personality, or character traits.

   Examples:
   - a. "That's the third time you have said you agreed with a statement of mine and then added 'but' and expressed agreement with the opposite."
   - b. "Jim and Harry have done nearly all the talking and the rest of us have said very little."

   To help others understand you as a person, we describe what others did that affects us personally or as a group member.

3. DESCRIBING YOUR OWN FEELINGS: Reporting your own inner state as explicitly as you can--making sure the statement indicates the feelings are in you.

   Examples:
   - a. "I feel embarrassed."
   - b. "I feel like a tiny frog in a huge pond."
   - c. "I just swallowed a bushel of spring sunshine." ("I feel like...." is implied.)
   - d. "I feel like hugging you."
   - e. "I'm very fond of you. I care about you."

   To help others understand you as a person, we let others know as clearly and unambiguously as possible what we are feeling.

4. PERCEPTION CHECK: Describing what you perceive to be the other's inner state in order to check whether you do understand what he feels, and asking for a clarification.

   Examples:
   - a. "You look like you felt hurt by my comment. Did you?"
   - b. "I get the impression you'd like to change the subject. Is that accurate?"
   - c. "You seem to be feeling more at home now. Are you?"

   To understand the other as a person, we check to make sure we accurately understand what they feel--their inner state.

Adapted from John Wallen
Northwest Regional Educational Laboratory
1968

COMMUNICATION SKILLS

Self-Correcting Exercise

I. To the left of each example of a communication skill put your interpretation as to whether it is a:

- A. PARAPHRASE
- B. PERCEPTION CHECK
- C. BEHAVIOR DESCRIPTION
- D. DESCRIPTION OF FEELING

____1. "Are you referring to the difference between Al's thoughts and his actions?"

____2. "After hearing you say that, I feel put down."

____3. "Did that remark hit you wrong?"

____4. "John, each time Nancy starts to say something you get up and get a drink."

____5. "I feel pretty guilty about the whole thing now."

____6. "Would riding a bike in a 50 mile an hour wind be an example?"

____7. "Do you feel sort of left out at this point?"

____8. "You have changed the topic three times now while someone was in the middle of expressing his feelings, Tom."

II. An effective paraphrase usually: (Circle one)

- A. Is more specific than the original statement
- B. Expresses approval of feelings
- C. Shows your present level of understanding
- D. A and B
- E. A and C

III. An effective perception check usually: (Circle one)

- A. Conveys approval of the other's feelings
- B. Is more specific than the original statement
- C. States what I perceive the other to be feeling
- D. Clarifies what the other is trying to verbalize
- E. All the above

Communication Skills

IV. Describing feelings is an interpersonal skill which should be seen as: (Circle one)

A. A way to coerce the other into changing so you won't feel as you do
B. A means of making the other feel as you do
C. A way of reporting your inner state which can provide information for improving the relationship
D. A and B
E. B and C

V. Identify each of the following statements as either descriptions or expressions of feeling:

_____1. "I feel crushed."
_____2. "She's a wonderful person."
_____3. "I feel like I've been slapped."
_____4. "I'm irritated with you that I had to wait so long."
_____5. "Can't you ever be on time?"

VI. In the following examples distinguish between a behavioral description and a statement that imputes motive or makes accusation:

1. "You enjoy pushing people around, don't you?"

____

2. "I noticed on the last three exercises that you have taken the leadership and assigned roles for each member of the group."

____

VII. Identify each of the following statements as either a freeing or a binding response.

_____1. Do you mean that your ideas haven't been given enough attention?
_____2. You should assert yourself more.
_____3. I don't know why you act that way, after all I've done for you.
_____4. Could we consider an alternative?
_____5. Were you angry when he told you that?

GROUP AGREEMENTS

A group functions better if members are clear about what kinds of behavior they expect of each other as group members.

Here are some samples of agreements that a group might make.

1. Confidentiality: When talking with people who are not members of this group, I understand that I may report anything that happens in the group as long as I do not name or identify individual members in connection with incidents that might embarrass them or reflect unfavorably upon them.

2. Directness: If I am dissatisfied with the way the group is going I will report my reactions directly to the group itself when it is in session.

   If outside of a regular session, another member tells me of his dissatisfactions with the group, I will suggest that he bring the matter up with the total group at a regular session.

3. Survey: Any member may ask for a survey at any time. The requesting member states what he wants to know from the total group. Others then paraphrase or clarify the topic until all are clear what they are being asked. Each person then briefly states his current position on the topic in two or three sentences.

   A survey is not a vote. It does not bind the group or its members.

   A survey must be taken at the time it is requested; it suspends any other activity.

4. ______________________________

5. ______________________________

6. ______________________________

INSTRUCTIONS FOR CONCENSUS:

You are a member of a team working with developmentally delayed clients. Below are listed some issues to be rank-ordered in terms of their importance at a staffing for a given client. Place the Number "1" by the most important issue, the Number "2" by the second most important, and so on through the Number "9," the least important.

__________PRECISE GOALS AND OBJECTIVES FOR THE CLIENT

__________PERTINENT MEDICAL DATA; DEVELOPMENTAL DATA

__________DATA FROM OBSERVATIONS OF THE CLIENT

__________YOUR REACTIONS, COMMENTS, ETC., ON THE PROGRESS OF THE CLIENT'S PRESENT PROGRAM

__________A CLEAR, CONCISE STATEMENT OF THE CLIENT'S CONDITION AND/OR PROBLEM

__________A DESCRIPTION OF THE SERVICES THE CLIENT HAS RECEIVED TO DATE (I.E. PHYSICAL THERAPY, ETC.)

__________A STATEMENT OF WHY YOU, AS A STAFF PERSON, HAVE CHOSEN TO INCLUDE THIS CASE IN A STAFFING PROCEDURE

__________A DESCRIPTION OF THE CLIENT'S HOME ENVIRONMENT

__________A DESCRIPTION OF THE PARENT (S) OR GUARDIAN (S) ATTITUDES, BELIEFS, CONCERNS, ETC.

TAKING A SURVEY

An essential technique for obtaining a consensus is the SURVEY. The full use of this technique involves the following steps.

First someone may ask for the opinions of others at any time.

Next some other member paraphrases or clarifies the question until all understand what they are being asked.

Each person, in turn, briefly states his/her current position on the topic in two or three sentences.

A person may say he/she is uncertain, that he/she is confused and wants to hear more, that he/she is experiencing some pain, or he/she can simply say that he/she does not wish to talk about it. A group using the SURVEY should not allow an individual to remain completely silent. If someone does not want to speak, he/she must a least say explicitly that he/she wants to say nothing. This assures the group of bringing up to date its knowledge of every member's point of view on the question and of doing so through explicit statements, not presumptions.

As soon as everyone in the group has stated his/her position, the facilitator or a member of the group askes one or two members to summarize the group's position.

A SURVEY is not a vote. It does not bind the group or its members A SURVEY must be taken at the time it is requested, and suspends any other activity.

BRAINSTORMING

The technique of brainstorming is one means of generating alternatives. The purpose of the technique is to provide a climate where all contributions are accepted without evaluation. Each member of the group is encouraged to contribute without the threat of having his idea "shot down" or critized. The notion is that this open climate will enhance creative contributions.

Groundrules for brainstorming:

A. Set a time limit
B. Produce ideas at a rapid fire pace
C. Suspend judgement
D. Permit no discussion
E. Emphaze quantity, not quality
F. Encourage the practice of hitchhiking on others' ideas
G. Record the ideas publicly

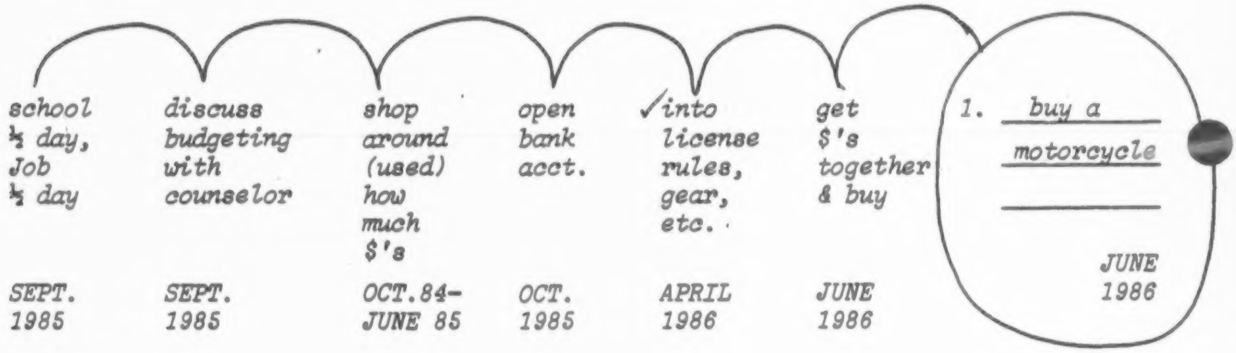
INDIVIDUAL GOAL SETTING: WHAT WOULD I LIKE DIFFERENT IN MY LIFE IN (1, 2, 3, 4, 5, ?) YEARS: PUT THIS ANSWER INTO A GOAL STATEMENT

PROCESS:

1. Put goal statement into large circle.
2. Brainstorm (with others) the steps, solutions, etc.
3. Choose and assign these steps in order on the chart below. (Begin backwards?).
4. Establish time lines, and begin.

REALIZE THIS IS A PROCESS, THE ACTUAL GOAL MAY BE UNIMPORTANT COMPARED TO THE LEARNING OF A PROCESS.

2. Brainstorm ideas:
Have dad buy me on
Steal one
Save money & buy one
Get a job to earn money
Quit school
Learn to ride one
Buy a license, gear, etc.
Borrow a buddy's cycle
Forget it
Shop around for used cycle



school ½ day, Job ½ day	*discuss budgeting with counselor*	*shop around (used) how much $'s*	*open bank acct.*	*✓into license rules, gear, etc.*	*get $'s together & buy*	1. *buy a motorcycle*
SEPT. 1985	*SEPT. 1985*	*OCT.84- JUNE 85*	*OCT. 1985*	*APRIL 1986*	*JUNE 1986*	*JUNE 1986*

Here is a list of today's activities. In the column marked utility rate each activity's usefulness to you on a scale of 1 to 5.

Not at all useful	Somewhat useful	Moderately useful	Useful	Very Useful
1	2	3	4	5

In the column marked appropriateness rate each activity as to how well it met today's purpose. Use a 1 to 5 scale.

Not at all appropriate	Somewhat appropriate	Moderately appropriate	Appropriate	Very Appropriate
1	2	3	4	5

	Utility	Appropriateness
Skill Sharing		
Program Purpose		
Supportive Behavior		
Role Descriptors		

WRITING PROCESS OBJECTIVES

An instructional Process Objective is a statement describing an activity which directly or indirectly affects the performance of the learner.

A Process Objective includes:

1. ________________ 3. ________________

2. ________________ 4. ________________

PERFORMANCE OBJECTIVE	PROCESS OBJECTIVES	CRITIQUE	REVISION

Student's Name ______________________ Program ______________________

Teacher ______________________

GOAL ____

Date	Performance Objective	Date	Instructional Process objective	Attained Date
	Revised Performance Objective		Revised Process Objective	
	Comments		Comments	

LIFO

JOB PROFILE

To be consistent with this employee's strengths and personal style, how much should the job present opportunities for the following strengths. (Place an X at the point on the scale which represents how much you estimate this employee needs to use each strength. When you have finished, connect the X's with a line to determine the profile.)

Very Little — A Great Deal

	1	2	3	4	5	6	7	8
Helpfulness								
Competition								
Organizing								
Socializing								
Sharing								
Autonomy								
Analysis								
Compromise								
Developing others								
Quick action								
Predictibility								
Flexibility								

Now think about how much the job actually gives the opportunity for the employee to use the listed strengths. Go back over the profile and place an "O" at the appropriate point on each scale. Connect the O's with a dotted line or a line of another color. Comparing the two profiles now shows the difference between the actual and the ideal motivational opportunities. You can use this to plan changes in the job.

Sandra Stuart-Siddall

Friday, October 11
9:50 - 10:50 a.m.

THE RURAL CLINICAL NURSE PLACEMENT CENTER

INTRODUCTION

For any person that is living or working in a rural area, being aware of the problems that seem exclusive to rural environments, is essential. One problem that is common to the majority of small, rural towns is the lack of health care providers working in the community. Specifically, this paper is going to address the maldistribution of Registered Nurses.

URBAN BIAS

Most nurses (and generally speaking, most professionals) tend to prefer living and working in the urban and suburban centers. The reasons cited for this preference are as follows:

1) wages are not competitive in rural areas to the city
2) spouse/significant other may not be able to find employment in the rural town
3) continuing education - principally post-graduate work - is unavailable
4) housing availability is limited
5) recreation is different - outdoor activities predominate
6) life-style is far different from the city - slower paced, restricted "night life"
7) everyone may know everyone and their personal business/problems
8) social life for the single person may be limited.

ASPECTS OF LIVING IN A RURAL COMMUNITY

There are positives to be found in the rural areas, and it is important for facilities, community people and businesses to promote these factors:

1) there is much to be said about a simpler life-style - "living in the fast lane" is very stressful, and many adults start questioning the reason for existence in a harried environment after several working years in their adulthood
2) there is more distance between neighbors, and more isolation for those who seek this kind of peace
3) the work ethic is strong amongst rural people, and has been for generations
4) relying on government or welfare is not widely accepted
5) not locking doors and leaving keys in automobile ignitions is still practiced
6) business can still be done on a word-of-mouth basis
7) leisure activities are more oriented to crafts and hand skills and outdoor sports - 24 hour shopping, movies, cafes, amusement centers just don't exist; therefore people start developing talents they may have never developed while living in the city, to occupy their evenings and weekends with.

THE GOVERNMENT AND RURAL PROGRAMS

In the last forty years, federal and state programs have been developed to encourage service, facility and employment development in rural areas. A lot of the programs are successful, however, many are only temporary. As well, the nature of ruralness - lots of territory and few people per square mile - necessitates only assistance by the government, the real burden still falls upon the communities for self-sufficiency. Due to the ever present shifts in governmental policies anyway, continuity and transition between programs is oftentimes weak. As well, how does one develop a program that can serve the dairy farmer in the Mid-West, the fisherman in the East, the migrant workers of the Western States or the cattlemen in the Northwest? Eleven states had over 15% of families with 1979 incomes below the poverty line. All eleven are predominately rural; living on ranches, farms and small towns.[1]

Because of rural poverty and the local dependence on one major industry, which is oftentimes unstable, financial considerations play a large role in determining the availability of rural health care services. Even with rural health care available, many rural families do not have private health insurance. Taking all that has been stated thus far, rural people and the problems related to their health care needs are related to: geographic and financial barriers.[2]

Rural hospitals play a very significant role in their community: they are a major employer, the source of emergency, acute and in some cases, chronic or long term care services. Hospitals are also a source of revenue for local merchants and health care providers. Because of their regional importance, many states have created programs aimed at preserving rural health care services with a hospital or clinic base. As an example, in 1978 the California State Legislature passed the Primary Health Service Hospitals Act in an effort to assist rural facilities to remain economically viable.[3]

RURAL NURSING

Rural nursing is a very generalized form of nursing. The nurse has to draw upon all the various specialties of practice and do so compentently. More often than not, a rural nurse will be the Director of Nursing Service, the Infection Control Nurse, and In-service Director, the Purchasing Agent and the Emergency Medical Technician...the same person wearing several hats.

Day-to-day you can be assured that the rural nurse must extract principles from many of the theories found in nursing science as well as the supporting sciences, such as math, biology, physical sciences. If you are the RN on duty and the only RN in the building, you can't dial the phone and call the respiratory therapist, the dietician or the crash cart team for the emergencies...you are one and all. You must assemble the orthopedic equipment for traction, you must give the respiratory treatments

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1) Martin, Debella, Siddall; Nursing Involvement in Health Care Planning; Connecticut; Appleton-Century-Crofts; to be released - Fall 1986; Contributor - Patricia Jakobi
2) Ibid
3) Ibid

and adjust the ventilator, you must set-up the croup tent and counsel the family and instruct the patient before discharge. Using standardized procedures and protocols, a rural nurse can function very well and very legally all alone in a health facility, the two most common rural facilities being hospitals and clinics. See Appendix item A.

While it is true that there are basic similarities to be found in hospital nursing in any setting, the rural hospital nurse has many unique and special job qualities which differentiate his/her role from a larger hospital nurse's role.

In general, the following captures an overview of rural nursing:

1) contact with the patient and the family is increased. The degree of continuity for staff and patients is higher
2) the level of independence and self-direction of the nurse is increased due to the fact that medical and nursing personnel are not as readily available to provide back-up in the rural areas
3) the nurse in a rural area is a generalist, not a specialist per se
4) the staff out of necessity, usually works together more closely and cohesively. There can be a greater feeling of comradery among the health care providers in the facility. However, on the flip side of this, would be the situation where one particular health care provider that is in a politically, strategically, or financially powerful position makes life tough on everyone (in particular, the registered nurse(s)) and no one can change his/her attitude, and the town can't afford to alienate him/her or lose the service that person provides.
5) the nurse has more positive visibility in the community.

HEALTH CARE PROVIDER SHORTAGE

Rural communities are traditionally understaffed by health care professionals, particularly nurses. While money and years of research has been devoted in trying to correct the physician maldistribution, it has only been in the last 15-20 years that federal and state money has been made available through grants and various other programs, to study and then correct for the registered nurse shortage. There are professional considerations that are indicated by nurses for not clustering in the rural areas: salary is not competitive; fewer opportunities for advancement; the step and range system is severely restricted; less access to the required continuing education classes necessary for relicensure in most states; limited exposure to unusual patient cases, as one would find in a big teaching hospital; less contact with professional peers (professional isolation).

While the above factors do exist, they do not by themselves explain the maldistribution of nurses, and that they can be balanced or outweighed by other factors unique to the rural environment, which was discussed at the beginning of this paper.

THE RURAL CLINICAL NURSE PLACEMENT CENTER

The Rural Clinical Nurse Placement Center introduces nursing students to the professional and personal experiences of living and working in rural communities. The preceptorship allows students to better consider employment in rural areas. The remaining portions of this paper will describe the activities of the RCNPC (Rural Clinical Nurse Placement Center). RCNP participants are not only thoroughly introduced to the rural experience but that this introduction is favorable and likely to result in participants returning to rural communities to practice nursing.

Specifically, the RCNPC addresses four underlying causes of the maldistribution of nurses.

- The lack of awareness of the rural experience. Many nurses were raised in urban/suburban communities and most attended nursing schools in such communities. As a result, nurses are generally unfamiliar with the rural experience and with the demands and rewards of rural nursing; that is, they simply don't consider rural nursing as a career option. The RCNP increases awareness about the rural experience in its on-campus recruitment efforts, through presentations at conferences and professional meetings, through a 30-minute color film and a 20-minute slide-tape presentation about the program that are available on request, and through various publications and brochures. The growing number of inquiries about the program indicates that these consciousness-raising efforts are producing results.
- The urban bias of nursing education. Most nursing programs tend to acculturate their students --- however subtly --- to prefer the role of the urban nurse. Most nursing schools are located in urban/suburban communities, as are most of the hospitals, clinics, and public health departments in which nursing students are trained. The standard for job comparison soon becomes the urban experience; the sophistication of specialized care and equipment, the professional credentials of co-workers, the potential for professional advancement, and so on. To the uninformed rural nursing pales by comparison. But rural nursing is a speciality in its own right. It requires a different kind of sophistication --- a jack-of-all-trades independence; different credentials for co-workers --- capability, dependability, and personability; and different potentials for advancement --- community respect, peer admiration, and personal satisfaction. By exposing nursing students to these standards, the RCNP adds a much-needed perspective and balance to the urban acculturation and bias.
- The high drop-out rate of nurses. Reasons given by nurses for leaving the profession include little opportunity to learn new skills, poor worker communication, high nurse/patient ratios, less patient contact and more paperwork, and little respect from physicians. These complaints are rarely heard among rural nurses. The nature of rural nursing is such that learning new skills is not only possible but necessary; that worker cooperation is essential; that lower nurse/patient ratios are the rule; that patient contact is assured; and that respect from physicians is more freely given. The implication here is that rural nursing may be the ideal alternative for urban nurses who have left or who may leave nursing for these reasons. By returning these

nurses to the rural labor force, the RCNP increases not only number of nurses in rural areas but the number of nurses in the state as well.

- The difficulty of relocation. Unless nurses have contacts in rural communities, they may never be exposed to the catalyst that brings about the move to a specific rural community. Rural health facilities seldom have the resources they need to recruit for nursing positions. Staff members may not be available for recruitment work; the facility frequently needs physicians, laboratory technicians, or x-ray technicians as badly as it needs nurses; and the money for advertising may not last until the position can be filled. The RCNP experience and the professional and personal relationships it involves increases the ease with which participants --- and friends of participants --- can relocate in rural communities. Familiarity with specific rural communities, health care facilities, and residents is a decided advantage in choosing a work setting, finding housing, and establishing oneself in a new community. The RCNP can be the catalyst that may turn the inclination toward rural nursing into a reality.

RCNPC is housed on the beautiful campus of California State University-Chico, in Northern California. The functions of the Center, though many fold, can be reduced for simplicity to two purposes: 1) to introduce senior level student nurses from accredited schools of nursing all over California and out-of-state, to a six week clinical experience in a very rural to semi-rural area in Northeastern California, and 2) to expose the mechanism that the Center uses--a "how-to-do-it" package outlining the various steps involved in student recruitment and student placement--as a module that can be adopted by nursing programs throughout the country. RCNPC addressed the issue of registered nurse maldistribution very effectively by reaching those students before they solidify their goals and job location plans prior to graduating from their program of nursing. Most basic nursing curricula do not allow the student an opportunity, a direct confrontation or a choice to study what rural nursing is all about. Practically and understandably, it is difficult for most nursing programs to add to what is already a packed and over-stuffed curriculum that meets NLN, BRN, legislative and consumer demands concerning what should be included in a nursing curriculum. What is feasible though, is to have a rural clinical nurse placement program in selected nursing programs throughout the nation.

In the May, 1978, issue of The American Journal of Nursing, there is reference made to training student nurses for possible rural employment rather than increasing the number of graduate nurses to solve the problem of nursing maldistribution.

In the June, 1978, issue of The American Journal of Nursing, another reference to the need for health providers is documented. Obviously the need to continue a project that is doing something to raise the number of rural nurse clinicians is irrefutable. If RCNPC accomplished nothing more than to encourage approximately 300 nurses to become rural clinicians as well as raise the consciousness of nursing programs in order for them to make some modification in the senior year so that the students can have a rural clinical option--this office would be successful. The impact of implementing the RCNP Model out of the state would really be an accomplishment of measurable value as well.

RCNPC has an open line of communication with at least 50 of the 80 California programs of nursing. Through September of 1985, this program's office will have placed 450 students from various AA degree and Baccalaureate schools of nursing in California. The primary interest in doing a rural placement shown by the students is the opportunity gained to evaluate the potential of their working in a rural area upon graduation. With the guidance of their mother campus faculty and a set of written behavioral learning objectives (see Appendix item B), the students gather the kind of sound data that enables them to some critical thinking as they live and work in a rural setting. The RCNPC staff facilitates this experience from beginning to end.

The students have an opportunity to gather information that answers questions like:

1. Are rural nurses professionally isolated?
2. What provisions are being made by rural areas to provide continuing education to their rural nurse clinicians?
3. What checks and balances are in operation in rural health care facilities and rural health care delivery?
4. What areas of health care delivery are particularly weak in rural areas...mental health, prenatal care, patient education, etc.?
5. Can I make the adjustment from urban living to rural living?
6. What personal changes (if any) will I need to make in order to work and live in a rural area?
7. What ethical obligations do I have to my chosen career to work in a manpower shortage area?

The students who participate in RCNP are getting these questions answered. The exposure they get living in the rural area teaches them on a personal level about community politics, cost of living, housing availability, socialization possibilities, recreation, isolation, and weather conditions. On a professional level they contrast and compare rural health care and human service delivery to that which they are most adjusted and oriented to - urban nursing services.

The following is a brief narrative that is used during student recruitment presentations.

"As a student participating in the Rural Clinical Nurse Placement Center, you can expect a number of experiences to occur to you during your 6-8 week placement. First you select, with our help, the rural setting you wish to be placed in. You have at least 16 exciting counties of Northeastern California to choose from ranging from the West Coast to Oregon's southern border to Nevada's western border to Yuba-Sutter Counties and a few counties south and east of Yuba City. With help from your faculty sponsor either at CSU, Chico or another nursing mother campus, you identify a set of learning objectives you expect to complete once you are located in a rural facility. Your senior level experience can be in the areas of med-surg, pediatrics, community health, mental health, OB or any other independent area you wish to study within nursing. The RCNPC staff also guides you in recreational pursuits specific to the area you will be placed in. We also advise you in how to pursue studying the rural profile of the community you will be living in for that 6-8 week period. The RCNPC staff then identifies a preceptor in the facility that will most effectively help you accomplish your learning objectives. Our current list of preceptors include: different level RN's, public health nurses, family nurse practitioners and physicians. The RCNPC Clinical Coordinator will locate housing for you in the town closest to the facility. Depending on your needs, we generally use a room and board situation. To facilitate your learning experience in this new clinical situation, the RCNPC staff makes at least one site visit to meet with you and your preceptor and see how things are progressing. We also hold an orientation session prior to your first day in the new facility. At least once during the placement, a site is located where all the students participating in RCNP at that time block can hold a seminar and discuss interesting factors of their experience, problem solve with everyone present if a problem exists and hear about how their peers are doing in different rural situations, from the exchange of information that takes place. During the 6-8 weeks the RCNPC staff is available at all times to facilitate your learning experience and intervene in your behalf between the mother campus faculty, the preceptor, the facility's staff and any other person involved in your placement. At the end of the placement you have a debriefing session with your peers and the RCNPC staff, and we ask you to keep in contact with this office to help us continue an ongoing longitudinal study on the effect of your exposure to a rural setting versus your employment pattern following graduation. See Appendix item C.

RCNP CENTER RESULTS

Thus, the RCNP is addressing the maldistribution of nurses by raising awareness about the rural experience, by adding a needed perspective to the urban bias of nursing education, by offering unemployed nurses an alternative to the kind of nursing they no longer wish to practice (through a Continuing Education class especially designed for this category of nurse, modeled after the regular placement pattern), and by increasing the ease with which nurses can relocate in rural communities. The premise is that these activities will attract nurses to rural areas, and the evidence thus far indicates that this is the case.

CONCLUSIONS

As of February 1985, the RCNPC has experienced a 32% return rate of its former participants, currently or since participation in RCNPC, practicing nursing in rural areas.

We believe the model is successful in addressing the RN maldistribution problem. It is the RCNPC staff's desire to see other states adopt the model. As well, the RCNPC will continue to work with legislation, nursing professional organizations and educational organizations to promote the concept of increasing more RN's working and living in rural areas.

WHAT IS RURAL NURSING?

Several RCNP preceptors have given the following thoughtful, vivid answers in response to our question, "As a preceptor, what experiences do you feel the student needs to participate in in order to understand your role and that of your agency?"

These are the words of a nurse in a rural hospital with 14 acute beds, and 14 long-term skilled nursing beds:

> "A rural nurse has to be someone who cares about people and who is prepared to give some of herself and get involved with people. Nursing schools stress "Professional detachment". They say, don't become involved with patients emotionally or you will find yourself unable to cope from day to day.
>
> A rural nurse is involved personally and emotionally with patients as soon as they walk through the door. They may be your neighbor, spouse, best friend, grocer, etc. In a rural community you see many patients numerous times and you cannot reverse a relationship. We also must deal with the families.
>
> A rural hospital serves a small population. The daily census may fluctuate drastically from day to day. Students who present to us with specific goals of arterial monitoring or critical care may not see any patients in that category, or they may have both major trauma and surgical cases. The student has to be prepared to work with the patients we have at that time. That is a variable we cannot control.
>
> A rural hospital does not have an abundance of specialized equipment. Nor do we have specially trained staff.
>
> The rural nurse is relied upon to act efficiently and appropriately for emergencies on the floor and in the emergency room. She or he is expected to give or oversee respiratory therapy, intravenous therapy, physical therapy, etc. You cannot call the "Code Team" or a specialized department. You are it! There is a tremendous amount of responsibility to supervise the entire floor and emergency room as well as assist with patient care. Most rural nurses feel that the benefits outweigh the inconveniences.
>
> There is a close working relationship with all staff including physicians. There is a very special continuity of care. Not only do we see patients on new admissions, but we see them downtown, we see their families, we know how patients are doing after discharge.
>
> Perhaps what I am trying to say is that if a student wants a specific area of study such as critical monitoring, she or he should stick with the large hospitals and the ICU, CCU, etc.
>
> If a student is interested in getting a feeling of what it is like to live in a rural community and work closely with a rural nurse preceptor, we will be glad to share our responsibilities, our knowledge and our friendship.
>
> There can be no guarantee as to the number of patients or the type of patients. If a student comes to us with that understanding and with some broad goals, we could individualize the goals weekly to correspond with the patient census."

Another preceptor, a nurse in a rural hospital of 32 acute care beds writes:

"The student needs to experience the ability to be a very flexible nurse... within a hour's time she may be called on to help with a delivery in OB, help with an arrest in ER, interpret an arrhythmia in CCU, console a family, or assist with the care of auto accident victims. She may also have to spread salt on icy walks, plunge a toilet, or mop up the delivery room. There is no real preparation for this type of hospital work except to tolerate slow days when nothing is happening and to be able to think and work hard when everything seems to be going at once. This is a specialty type of nursing in that it includes all areas of the hospital. After 5 P.M. and on weekends, nursing personnel are the only scheduled workers except for clerks and one housekeeper. Other staff is "on-call" and is only called as needed. This includes x-ray, lab., maintenance, pharmacy, etc."

A third nurse preceptor, from a rural hospital of 34 beds responds to our question with the following:

"Unless they understand the limits of a "rural" hospital it could be the student may not get the experience they are looking for. There are no guarantees that our facility can give them experience in trach suction, colostomy care, trauma assessment, etc., on a large scale or even a small scale. Rural nursing can give only an all around nursing outlook, needing to keep knowledge in all nursing areas in their heads, without being a specialist in any one area.

If the student is looking for the latest in medical techniques, equipment, methods, etc., they will not find them here. They will see however, how one nurse must handle all different types of patients and use all types of skills - assessment, IV's codes, suctioning, leadership, trauma, EKG reading, fetal monitoring, etc. - which is a big responsibility. A nurse in a rural hospital can be an exciting job, holds a great deal of responsibility and leaves very little chance for boredom in taking care of patients with all the same types of diseases or conditions."

SAMPLE OBJECTIVES

Rural Clinical Nurse Placement Center

Objectives for RURAL HOSPITAL PLACEMENT

Goal: I will function at the level of a graduate nurse as a team leader in a rural hospital, taking responsibility for the care of varying types of patients which will include, but not be limited to: pediatrics, geriatrics, med-surg, and obstetrical patients while under the guidance of a preceptor who is an experienced RN.

Specific objectives:

1. Improve my general nursing skills of assessment, nursing diagnosis and nursing intervention by working with a variety of patients.

    a. Gather information to formulate nursing care plan through assessment of the patient, conferences with patient and family, and consultation with other health team members.
    b. Exercise judgment within clearly defined limits in identifying means of care and making the most effective use of time, equipment and personnel.
    c. Familiarize myself with the nursing procedures and techniques of the facility.
    d. Utilize other references as needed to provide optimum performance of nursing procedures.
    e. Explain treatment to the patient and family and teach the patient and family modifications of care as health care needs change.
    f. Assign tasks to others and give guidance to those responsible for completing the task.
    g. Be aware of legal responsibilities of others on the health care team and myself.
    h. Allow the patient to actively be involved in planning his/her care.

2. Learn to set appropriate nursing priorities when dealing with several patients who require immediate attention.

    a. Learn to determine when it is necessary to call in additional nursing personnel.

3. Experience the type of independent nursing necessary to function in a rural hospital.

4. Determine if the community feels their health needs are met by the services available to them. Learn of the advantages and disadvantages of the community health care facilities in regard to location, total number, accessibility, and availability.

    a. Interview at least two clients per week for their viewpoint.
    b. Interview the Director of Nursing.
    c. Interview a local general practitioner.
    d. Interview my preceptor.
    e. Interview community members.

5. Become familiar with the employment opportunities available for an RN, with a bachelor's degree and public health certificate, in the rural community.

    a. Interview several RN's in the area working in different capacities, preferably one each in a: physician's office, public health department, clinic, acute hospital, convalescent hospital and any other capacity available.

   b. Obtain literature from the different agencies regarding the employment opportunities they provide.

6. Gain a beginning knowledge of proper staffing procedures, i.e., how to assign the right personnel to provide the best quality of nursing care.

7. Learn to integrate one's job at the hospital with one's social/community life.

   a. The importance of confidentiality for protection of patient and hospital
   b. Maintaining professionalism while working with patients who may be neighbors or friends.

8. Compare/contrast urban and rural hospitals and procedures.

   a. Pharmacy
      Unit dose vs. stock supplies
   b. Administrative procedures
   c. Purpose of combining skilled nursing and acute care.
      Advantages/disadvantages
      Financial impact

9. Demonstrate professional flexibility by being able to respond to emergency/critical situations and also utilizing slower times to perform patient and/or staff teaching, administrative tasks, etc.

10. To participate in all available phases of ER nursing: ambulance runs, triage, etc.

11. Compare the social and recreational aspects of living in a rural community.

    a. Take part in community activities.
    b. Identify the diversional activities available.
    c. Attend and/or visit at least one recreational activity each week.

12. Compare the financial aspect of living in a rural community as compared to a suburban area.

    a. Keep careful account of the money spent throughout the six week session on food, clothing, gas and auto expenses, entertainment and miscellaneous expenses.
    b. Determine the price of housing in the rural area through the newspaper and discussion with members of the community.

RCNP PARTICIPANT INFORMATION

In an effort to avoid confusion and misunderstandings, I am outlining some of the important points which may need to be considered in planning your placement. Most of the following information is discussed in more detail in later correspondence.

1) Letter of Agreement. This agreement is sent to the participant with the letter confirming the placement site. It is the responsibility of the participant to sign this agreement and bring it to orientation.

2) Preplacement Communication with Preceptors and Housing Providers. Participants are responsible for contacting their preceptor and housing provider by telephone approximately a week before their arrival. This provides a chance to get acquainted and arrange last minute details.

3) Orientation. Orientation is held on the first day of the placement, usually at Jean Lawrence's house. It is usually held in the morning - the exact time is dependent on the number of participants, weather conditions in the winter, etc. Participants coming from long distances may wish to spend the night in Chico the night prior to orientation. The participant is responsible for arranging and paying for his/her own lodging. Chico has quite a few motels, including a Motel 6.

4) Site Visit. During the placement, the Clinical Coordinator will make at least one site visit to meet with the participant and preceptor. This is usually a short, informal meeting, the purpose being to ensure that the participant's objectives are being met and that the preceptor and participant are both having a satisfying experience.

5) Seminar. A seminar is held approximately halfway through the placement, if time allows. The participants and clinical coordinator meet together at a central location to discuss their experiences and share information about their community and placement site. (If the number of participants is large, the group may be split into 2 or 3 seminar groups.)

6) Closing Seminar. On the last day of the placement, the participants are required to return to the RCNP Office at CSU, Chico to meet with the clinical coordinator and complete evaluation forms.

7) For those of you receiving academic credit from CSU, Chico, the grade for the course will be determined in the following manner:

75% - written clinical evaluation completed by preceptor

25% - quality of journal.

RESPONSIBILITIES OF RCNP PARTICIPANTS

Complete all necessary preplacement paperwork and mail it to RCNP at least 7 weeks prior to requested placement date. (Please notify RCNP if it is not possible to meet the deadline, exceptions will be considered.)

Application
Learning Objectives
Participant Statement

Preplacement Questionnaire
Housing Questionnaire
Letter of Agreement (see No. 1 on attached information sheets)

Communicate with preceptor and housing provider by phone 1-2 weeks prior to placement. (See No. 2 on attached information sheet.)

Participate in: 1) orientation at CSU, Chico, on first day of placement, 2) 1-2 seminars during placement, 3) 1 site visit during placement, 4) closure session at CSU, Chico on last day of placement. (See No. 3, 4, 5 and 6 on attached information sheet.)

Perform within the administrative framework of the agency.

Seek direct and indirect supervision from the clinical preceptor or designated qualified alternate.

Schedule a weekly conference with your preceptor.

Inform clinical preceptor immediately in case of illness or accident during placement.

Keep Rural Clinical Nurse Placement Center (RCNP) informed as to current address and telephone number.

Contact RCNP staff by telephone when problems arise in the clinical placement setting or community.

Maintain professional liability insurance or provide documentation of the coverage provided by your nursing program.

Maintain automobile liability insurance with coverage of at least $10,000 property damage.

Assume responsibility for any personal medical costs incurred during this clinical placement.

Be responsible for travel, living expenses, and other expenses incurred as part of this clinical experience.

Visit local Chamber of Commerce to obtain information about area of placement.

Complete learning objectives and course objectives.

Complete postplacement paperwork at RCNP office during closure.

Postplacement Questionnaire
Projected Employment Plans
Evaluation of Placement Experience
Evaluation of RCNP Program

Evaluation of Housing Situation
Evaluation of Preceptor
List of People Who Made a Significant Contribution to Your Placement Experience

Complete longitudinal study forms once a year during the first five years following graduation.

Maintain daily journal including information on both objective and subjective levels.

FACULTY RESPONSIBILITIES

Inform students regarding RCNP

1) Summary Packet for Student/Faculty Review
2) Visit from RCNP staff and/or telephone contact.

Select educationally prepared students for placement experience

1) Fill out and return Instructor Statement.

Assist the student in the preparation of appropriate learning objectives to be submitted to RCNP approximately 7 weeks prior to requested placement date.

Determine the units of credit to be granted the student who successfully completes this clinical option.

Provide the student with specific information regarding the requirements the student must fulfill for completion of this preceptorship course.

Send RCNP a copy of the outline of the course under which the student will be participating in the preceptorship.

Provide evaluation form for student and clinical preceptor to complete at the conclusion of the student's experience.

Submit an evaluation of the student's learning experience to the RCNP center upon completion of the experience.

Be available by telephone to collaborate with the health agency clinical preceptor and RCNP staff.

RESPONSIBILITIES OF RCNP STAFF

Identify health facilities that can provide positive learning experiences for students.

Identify, with the assistance of appropriate administrative personnel, qualified preceptors.

Orient faculty to the program, its goals and methodology. Assist faculty in the implementation of RCNP within their curriculum. Provide faculty with information regarding the progress of his/her student's placement experience.

Determine an appropriate clinical placement site for the student.

Locate economical housing for students. Students will not be placed in a community unless adequate housing is identified.

Provide the health agency and housing provider with information about the student prior to his/her arrival.

Provide the educational institution with information about the health agency and clinical preceptor prior to the placement of the student.

Orient clinical preceptors and housing providers to the placement program and their role in RCNP.

Orient students to the program, the community, and the assigned agency as well as their responsibilities as participants in this placement program.

Obtain documentation demonstrating that each student is covered by professional liability insurance.

Be available for consultation by telephone or in person to students, faculty, clinical preceptors and housing providers. Facilitate communication between the preceptor, student and faculty member.

Make regular and requested visits to clinical placement sites where students are assigned.

Conduct student seminars every 3-4 weeks.

Obtain a written and/or verbal evaluation of the learning experience from the preceptor, student and faculty member involved.

PRECEPTOR RESPONSIBILITIES

Become informed as to the goals of RCNP, (review written material and discuss placement experience with RCNP staff.)

Become informed as to the student's learning objectives. These will be sent to the preceptor prior to the student's placement.

Review these learning objectives with the student on the first day of her placement.

Determine, with the student, the clinical experiences that will help the student meet these learning objectives.

Develop a written plan with the student that will provide for the necessary supervision and consultation. The student and preceptor must be "on duty" at the same time unless prior arrangements are made for an equally qualified health professional to assume responsibility for supervision and/or consultation.

Decide upon a weekly conference time (30 - 60 minutes). The purpose of the conference is to review the student's progress in achieving the learning objectives; identify and work on solving any problems; plan for special learning experiences; and keep communication open.

Orient the student to the clinical facility - personnel, policies, procedures and physical plan.

Assist the student to become acquainted with the people and activities of the community.

Maintain verbal and/or written communication with the student's instructor as mutually agreed upon.

Participate in the site visits made by RCNP staff.

Inform RCNP if any problems arise during the student's placement.

Prepare a written evaluation of the student's progress in meeting his/her learning objectives. Also evaluate the student's attitude and the manner in which she/he demonstrates a professional commitment to patients, staff, preceptor and agency. The specific form will be provided by the educational institution. Send a copy of the completed form to RCNP.

Evaluate the total preceptor/student experience as requested by RCNP.

REFERENCES

Nurse Educator; "Backwoods Nursing"; May-June 1981; Vol. VI, #3, pages 14-17, Sandra Stuart-Siddall.

A.J.N.; "Rural Health Care: Can Nurses Meet the Challenge"; April 1982; Vol. 82, #4, pages 616-618, Sandra Stuart-Siddall.

Perspectives in Nursing 1985-1987; Presentations at the 17th National League for Nurses Biennial Convention; Pub. #41-1985; N.L.N.; NY, NY; Sandra Stuart-Siddall; pages 117-123.

Richard Weatherman

Friday, October 11
9:50 - 10:50 a.m.

INVENTORY FOR CLIENT AND AGENCY PLANNING

Robert H. Bruininks
Bradley Hill
Richard Weatherman
Richard Woodcock

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The *Inventory for Client and Agency Planning (ICAP)* is designed as a general tool for managing client information in a number of areas important to planning and evaluating services for handicapped, disabled, and elderly people. It includes important identifying information; a description of diagnostic and health status; normative scores for adaptive behavior and problem behaviors; information on service level, service history, current placements and projected service needs; and data on support services and social-leisure activities. The *ICAP* is primarily a program and client management device rather than a detailed scale for planning individualized training programs. It may, however, assist in making initial decisions regarding service needs and in periodically evaluating an individual's behavioral changes and participation in various service options.

The *ICAP* provides a means of recording information on client status, development, and needs in a number of areas that are important to a wide range of community service agencies. The most extensive benefits will occur in both community and institutionally based residential programs, nursing homes and related services, educational programs, various daytime habilitation and work training programs for handicapped and disabled individuals. It is intended to provide managers with a screening instrument for initial case planning and as a device for generating descriptions of the aggregate characteristics and service needs of their populations, and allows for efficient collection and analysis of large amounts of information with potential for automated data system reports. The *ICAP* is, therefore, ideally suited for screening purposes, initial assessments of service, eligibility, program monitoring, program evaluation, and for use as a management information system to assist in public reporting and decision making.

I. IDENTIFYING INFORMATION

The *ICAP* gathers information required by many state and federal licensing regulations as well as criteria set forth in the federal government *Long Term Care Minimum Data Set* and other reporting requirements.

II. DIAGNOSTIC AND FUNCTIONAL LIMITATIONS

Provides detailed information on diagnostic status, medical, and physical characteristics, and important functional limitations in vision, hearing, mobility, and health. This information is essential for determining eligibility for support services, for screening for admission to residential or habilitation programs, and for evaluating program appropriateness on a continuing basis.

III. ADAPTIVE BEHAVIOR

Contains 77 carefully developed adaptive behavior items organized into four domains of independence: *Motor Skills*, *Social and Communitation Skills*, *Personal Living Skills*, and *Community Living Skills*. The adaptive behavior section provides a variety of normative scores by domain and a total independence score (age scores, percentile ranks, standard scores).

IV. PROBLEM BEHAVIORS

Consists of eight areas of problem behavior organized to provide a profile of maladaptive behavior. The problem behaviors are assessed within comprehensive categories and yield information on all specific maladaptive behaviors exhibited by an individual, the frequency and severity of their occurrence, and the behavior management procedures used consistently by people in the individual's environment. Special statistical scales are provided for interpreting clinically significant problem behaviors for each of the eight areas, and for four special indexes (internalized maladaptive index, asocial maladaptive index, externalized maladaptive index, and general [overall] maladaptive index).

V. ICAP SERVICE INDEX

The Service Index Score combines adaptive behavior and maladaptive behavior scores to yield an overall measure of a client's need for care, supervision, or training. The Service Index Score was developed in recognition of the fact that adaptive and maladaptive behaviors interact and that neither score alone is sufficient to predict service intensity required.

VI. SERVICES

Provides a brief description of an individuals service history including therapeutic and community-based support services, and a projection of future service needs.

VII. RECOMMENDATIONS

Provides space for listing general and specific recommendations for clients.

SPECIAL FEATURES

* The maladaptive behavior and problem behavior portions of the *ICAP* were normed on a national sample of nonhandicapped people from birth to mature adult.

* A structured scoring scheme is used throughout the *ICAP* which provides normative scores for adaptive behavior and problem behavior as well as level of services required.

* The *ICAP* is a self-administered booklet which is completed by an individual who knows the client well. It does not require a special interview.

* The design and format of the scale requires minimal sophistication in test administration. It does not require a professionally trained examiner.

* The entire instrument can be completed in 20 minutes or less.

* The client population for this scale are children or adults being considered

for in-home support services, residential care facilities and nursing homes, rehabilitation services, day programs, work programs, and educational programs.

- Automated data processing and computer scoring procedures are being developed to rapidly score large numbers of protocols and to produce highly useful management information profiles.

- Includes comprehensive information in many areas needed to assess eligibility, planning of services, and monitoring of client progress.

TECHNICAL RESEARCH

Extensive technical research was done on the *ICAP*. The adaptive behavior and problem behavior portions of the scale were standardized on a nationally representative sample of children and adults. Additional studies on over 2,000 handicapped children and adults in a variety of educational, residential, habilitative, and work settings provided additional information for the ICAP's development. The ICAP's *Technical Manual* (in press) summarizes the results of numerous reliability and validity studies. Median split-half reliability on Broad Independence for 1,510 non-handicapped subjects was .86; for more heterogeneous groups of handicapped subjects, median split-half reliabilities were above .90. Typical test-retest and inter-rater correlations were above .80 for adaptive and maladaptive scales. Validity data indicate that the ICAP differentiates educational, residential, vocational, and diagnostic groups well.

Currently, the authors of the *ICAP* are developing a data analysis program to provide efficient scoring and summary information for program administrators at the local, regional, and state levels.

Further information on the *ICAP* can be obtained by writing to:

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The *ICAP* is scheduled to be published in Fall, 1985 by:

DLM/Teaching Resources
One DLM Park
Allen, TX 75002
(214) 248-6300

Lynn Cadle
Friday, Oct. 11
9:50 - 10:50 AM

LYNN ANN BAILEY CADLE, Ed.D.

A Model Training Program for Interagency Collaboration.

This is an inservice program to train education and human services agency representatives in Interagency Collaboration. Interagency Collaboration is a process by which two or more agencies integrate their resources to meet the needs of handicapped learners.

A literature review of interagency collaboration, staff development, leadership training, and program evaluation was conducted so that all aspects of the projected staff development project could be studied. State education agencies typically direct local education agencies to develop and implement cooperative agreements in order to maximize service delivery and eliminate unnecessary duplication of service provision. A written cooperative agreement is often the result. This is a training program which can be used to assist local agency representatives in developing productive interagency cooperative agreements, especially useful in rural areas where service delivery options and training are limited.

The Model Training Program of Interagency Collaboration is based on organization development theory, and is designed to be conducted by a facilitator with a minimum of expertise in Interagency Collaboration. The material is presented in handbook form and contains seven training sessions. Specific planning suggestions are provided. A script has been written for each session, giving step by step suggestions for moving through the material.

Goals and objectives are suggested, but determined by the participants. Specific skill training is provided in interagency collaboration concepts and techniques, decision-making strategies, conflict resolution, case and time management techniques, and in developing and writing cooperative agreements. Handouts and overhead masters are located at the end of each session's script. Fictitious case studies are included which are representative of situations participants may encounter. A summative evaluation activity is presented to assess the degree to which goals and objectives are mastered.

The Model Training Program for Interagency Collaboration may be a means by which agency representatives can acquire skills to cooperate in achieving maximum services for handicapped students.

Friday, October 11
9:50 - 10:50 a.m.

ADMINISTRATOR INSERVICE: DESIGNING, DEVELOPING, AND DELIVERING A UNIQUE INSTITUTION OF HIGHER EDUCATION (IHE), LOCAL EDUCATION AGENCY (LEA), PARTNERSHIP PROGRAM

Presentation by:

DR. VARNELL A. BENCH
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LOGAN, UTAH

November 1984

ADMINSTRATOR IN-SERVICE: DESIGNING, DEVELOPING, AND DELIVERING A UNIQUE INSTITUTION OF HIGHER EDUCATION (IHE), LOCAL EDUCATION AGENCY (LEA) PARTNERSHIP PROGRAM

Like most public school districts in the country, Davis School District in northern Utah has had a limited administrative turnover during the past ten years. With the limited turnover, in-service has been a critical need. This need has been met over the years by District in-service consultants and university courses. The steadfast administrator has received instruction in every administrative function. The finale of this in-service era presented intensive training in stress management and burnout. This emphasis of in-service training during the past ten years has been effective and has braced up the administrator for his or her challenging task. However, as Davis School District projects into the future, they envision an entirely new era and a new set of challenges. Within two years they will see the generation of principals and administrators who have reflected no turnover retire en masse. Some twenty administrators will need replacements in the next two years. The emphasis must now shift from in-service to pre-service.

Davis School District is located in the north central part of Utah. The southern border embraces the suburbs of Salt Lake City while the northern boundary touches Utah's second largest city of Ogden. Davis School District is Utah's third largest school system with seven high schools, 14 middle or junior high schools and 53 elementary schools. There are 150 administrators. Davis School District is heavily impacted by Hill Air Force Base, one of the nation's major Air Force bases. It's growth is moderate and because of it's outstanding management team, the District has progressive programs housed in mostly new school buildings. Davis School District has a history of looking ahead. Their dynamic and enthusiastic in-service coordinator, Dr. Betty Ashbaker, has made a detailed and accurate analysis of the administrative problems they are facing in the near future. To skillfully solve these problems, Dr. Ashbaker has brought about a new kind of partnership between her school district and higher education through a new kind of relationship with Utah State University.

Utah State University, located in Logan, Utah, is a land grant university with approximately 10,000 students. It has seven colleges, one of which is the College of Education. The College of Education has the responsibility of an administrative endorsement program. Through this program, approximately 30 to 40 administrators are endorsed yearly. It was this program that Dr. Ashbaker sought to solve her administrative problems.

Through extended discussions between the School District and Utah State University several problems and needs of the District were the center of concentration.

1. Davis School District would need large numbers of administrators in the next few years.
2. Within a district the size of Davis there are numerous top teachers with the potential of becoming administrators who were not being trained.
3. To hire the number of administrators needed in the next few years from outside the District would be difficult to draw top candidates.
4. Davis School District wants administrators who are attuned to the local culture and adapt to the District's philosophy.
5. A comprehensive in-service program must be maintained by the District.

These discussions also brought to light many of the university needs and problems.

1. Utah State University is in need of becoming closer to the public school system.
2. Many of the course curriculums in the Utah State University administrative program were in need of revision with content more related to the needs of the contemporary public school system.

This combination of needs from both agencies created a partnership which is beneficial to all concerned. Through a cooperative effort, a pilot program was developed. The goals of the program would be to solve these problems.

Developing the Model

To begin developing the model the first step was to review the entire curriculum in the Administrative/Supervisory program (see Table I). The purpose of the review was to determine which courses would serve only as pre-service and which courses could be used as both pre-service and in-service courses. All of those on the planning committee were sure that by revising certain courses in the curriculum, most of the in-service needs of the district could be met. This would allow certain courses to serve a dual purpose, pre-service and in-service. This also created an unusual situation. The administrative trainees would be in some of the same courses as experienced principals. This was considered a beneficial mix. By using this mix, there is a natural situation for mentoring.

From the twelve courses in the administration program, five courses were selected to be used as pre-service/in-service courses. See Table II.

TABLE I - ADMINISTRATIVE SUPERVISORY ENDORSEMENT PROGRAM

Education 608	The Principalship
Education 654	Organization and Control
Education 674	Legal Aspects
Education 750	School Finance
Education 633	Internship
Education 610	Theories of Supervision
Education 710	Practices of Supervision
El Education 615	Foundations of Cuuriculum Development Desginated-Pre-service, In-service
Sec Education 615	Foundations of Curriculum Development Designated Pre-service, In-service
Psychology 666	Principals of Learning
Education 666	Res. for Classroom Teachers
Special Ed 656	Legal Aspects of Special Ed

TABLE II. COURSES SELECTED TO PRE-SERVICE IN-SERVICE COURSES

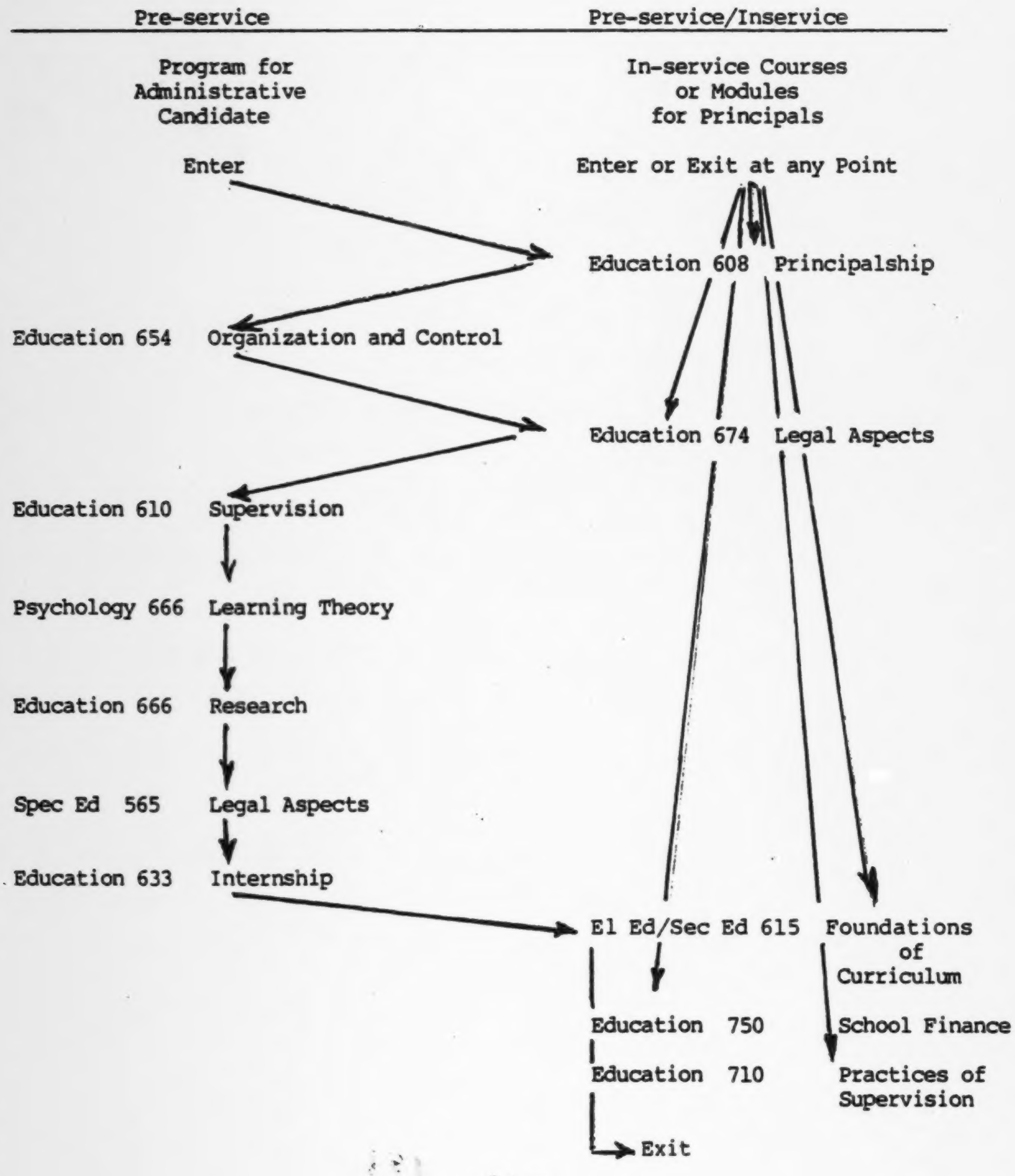
Education 608	The Principalship
Education 674	Legal Aspects
Education 750	School Finance
Education 710	Practices of Supervision
Special Education 656	Special Education and the Administrator

These courses were selected on the basis of the changes in schools and society that make them almost obsolete on a quarterly basis.

All the other courses stayed in tact except the five chosen for in-service/pre-service. This decision was made on the basis that some were theoretical courses with a much slower change rate.

The resulting model is illustrated in Table III.

TABLE III - THE MODEL


Pre-service
Pre-service/Inservice
Program for Administrative Candidate
In-service Courses or Modules for Principals
Enter
Enter or Exit at any Point
Education 608 Principalship
Education 654 Organization and Control
Education 674 Legal Aspects
Education 610 Supervision
Psychology 666 Learning Theory
Education 666 Research
Spec Ed 565 Legal Aspects
Education 633 Internship
El Ed/Sec Ed 615
Foundations of Curriculum
Education 750
School Finance
Education 710
Practices of Supervision
Exit

Revising the Curriculum

The courses designated as pre-service/in-service were completely revised. For this revision teams were established. Each team consisted of both university and Davis School District personnel. The team members were selected on the basis of their strength. The university professor who is responsible for the course served as the team leader. A breakdown of team members as they relate to each course can be found on Table IV.

During the revision one goal was kept in mind. These courses would be the main source of in-service for the district. It was imperative that the courses be current in every respect. A second consideration was that the program should be developed in modules. The module approach provides flexibility. This enables one to use a single module for a three hour workshop or two modules for a one day workshop, or the modules together can be deliverd as a course.

The teams have met during the summer and into fall quarter developing the courses. The teams are not perceived as one time affairs but rather on-going committees to continually evaluate the courses. The curriculum meetings provoked a great deal of debate and a lot of give and take. In many cases the university professor had to give up his ivory tower approach to the subject matter and enter the real world of the school. Examples of course content and major modules can be found in Table V.

TABLE IV - ASSIGNING CURRICULUM DEVELOPMENT TEAMS

Course	University Personnel	Davis School District Personnel
Education 608 The Principalship	Regular Instructor Graduate Student who had taken the course	Principal Curriculum Director Assistant Superintendent
Education 750 School Finance	Regular Instructor	Superintendent
Special Education 656 Special Education and the Administrator	Regular Instructor	District Director of Special Ed. Principal
Education 750 Practices in Supervision	Regular Instructor	Director of In-Service Principal Subject Area Specialists
Education 615	Regular Instructor	Curriculum Director Principal Subject Area Specialists

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TABLE V. EXAMPLES OF MODULAR TOPICS

EDUCATION . 608 - THE PRINCIPALSHIP

Module #1	Stress Management
Module #2	A New Look at Public Relations
Module #3	Evaluation (Formative and Summation)
Module #4	Leadership Principles
Module #5	Computers as a Management Tool

SPECIAL EDUCATION 656 - THE ADMINISTRATION OF SPECIAL EDUCATION

Module #1	Staff In-service
Module #2	Facility Planning
Module #3	Evaluating Computer Software
Module #4	Computer Use

Selecting the Applicants

In selecting the applicants, two goals were important. The first goal was to draw the top candidates. The second goal was to give everyone who was eligible the opportunity to apply. Both goals were accomplished.

A request for applicants was sent out throughout the District. Forty teachers responded. The applications were sent to the university and were presented to the university admissions committee. The criteria for admission remained unchanged for the project.

ADMISSION REQUIREMENTS

Candidates seeking admission into the program leading to the Administrative/Supervisory Endorsement must:

1. Complete endorsement program admission application forms obtained from the ASE Program Coordinator, Education, 312G, UMC 28, Utah State University, Logan, Utah 84322.
2. Hold or be eligible to hold a Utah Basic Professional or Professional teaching certificate with an elementary, middle, secondary or special education endorsement.
3. Be eligible for matriculation in an approved graduate program at Utah State University.
4. Have completed:
    1. a master's degree _or_
    2. a minimum of 27 quarter hours in an approved master degree program _and_ have been advanced to candidacy status.

5. Obtain three letters of recommendation. One letter should be from a superintendent or other central office administrator or supervisor, one from a principal and one from a college or university professor attesting to the candidate's qualifications and/or potential to become an administrator/supervisor in the public schools.

Of the forty applicants who applied, five could not meet the criteria. Five others did not pursue admission after the initial application for various reasons. This left a cadre of thirty top potential administrators in the program. (A point of interest is that 70% of those who applied and qualified were women).

All of the screening of the candidates was done by the university admission committee.

The classes are delivered on site in the Davis School District. The classes are to be delivered on a two year basis. This will complete the two year program for thirty participants and each will have an administrative/supervisory endorsement. The schedule on Table VI illustrates the two year schedule.

TABLE VI - SCHEDULE OF CLASSES

	PRE-SERVICE	PRE-SERVICE/IN-SERVICE
Fall 1984 -	Education 654 Organization and Control	Education 608 The Principalship Education 750 School Finance
Winter 1985 -	Education 666 Educational Research Education 610 Theory of Supervision	Special Ed 656 Administration & Sp.Ed
Spring 1985 -	Psychology 666 Learning Theory	Education 615 Curriculum Foundations
Summer 1985 -		Education 710 Practices in Supervision Education 615 Curriculum Foundation Special Ed 656 Administration & Sp Ed Ed 750 School Finance Education 674 Legal Aspects
Fall - 1985	Special Ed 565 Legal Aspects Secondary Methods Elective	Education 608 The Principalship Education 750 School Finance
Winter-1986	Secondary Methods Elective Elementary Methods Elective	Special Ed 656 Administration & Sp Ed
Spring-1986	Elementary Methods Elective Elective	Education 615 Curriculum Foundation

Table VI has a pre-service/in-service class scheduled each quarter with continuous repeats. This is done to accommodate busy people and gives them several options. In one year's time the principals have available to them fifty in-service options if they take the single module approach.

Classes are held every Tuesday, Wednesday and Thursday nights. Most of the applicants are now enrolled in the one pre-service course held each week. The pre-service/in-service courses are made up of some candidates and some present principals. It was found that many of the potential administrators were serving during their "out-of-school hours" as leaders in civic and religious organizations. Because of this they are finding the options very convenient.

Cost of the Program

The cost of this program has been minimal, unlike most programs that require huge grants or a large amount of financing, we estimate this program will cost an average of $5,000 a year above and beyond the regular instructional cost. The costs that are occurring are in the form of stipends to encourage curriculum development teams to work on Saturdays or evening hours.

The students pay their own tuition for the courses with the exception of the principals who take the in-service modules. If a principal takes an entire course, his tuition is paid by the District. The courses are delivered through the Utah State University Extension who pays all instructional costs.

Although there are no grants covering the project, the model seems to be handled very well with financing from the School District and through department funds at the university.

SUMMARY

The Utah State University partnership program set out to accomplish the following needs:

1. Train teachers who had administrative potential to become the future administrators of the Davis School District.
2. Provide in-service for the present administrative staff.
3. To provide Utah State University with greater exposure to the public school systems.
4. To provide Utah State University with an effective way of revising their curriculum.

The project has been implemented and a review of the Administrative/Supervisory Endorsement was made. Courses were selected for both pre-service and in-service. The curriculum was revised on all the in-service/pre-service courses. Candidates were selected for the project and they are now in training.

The project has served a renewal for both the school district and the College of Education. The project has lifted the morale of those teachers who have wanted to progress but could not find a means to do so. It has provided the university staff with a chance to mix with the public school personnel and get new insight in both their curriculum and teaching methodology.

The project is moving forward with a great deal of enthusiasm. Many staff members in both agencies have had to change their priorities but maybe that's not so bad.

Jack Skillet,
Ann Beth Sacachan-Deily
Friday, Oct. 11
9:50-10:50 AM

PARTNERSHIPS-- BUILDING A MODEL UNIVERSITY PROGRAM FOR SERVICE TO KANSAS PUBLIC SCHOOL DISTRICTS

PARTNERSHIPS is an Emporia State University program designed to strengthen relationships with rural school districts. The program contains four basic strategies for offering services needed by rural school districts: (1) providing leadership to formal school district consortia located in the University's proximate region, (2) sponsoring critical issues workshops, (3) co-sponsoring conferences on topics of special interest to both university personnel and the states professional associations, and (4) conducting multi-phase training institutes for the purpose of preparing school district leaders in curriculum, effective schools, and reading. What follows is a brief description of the major components of the PARTNERSHIPS program directed by the University's College of Education.

Formal School District Consortia

The College of Education is presently engaged in two major public school collaborative enterprises, one of long standing and one only recently consummated. The College's collaborative arrangements noted above exist with two organizations: the Flint Hills Educational Research and Development Association (FHERDA) and Educational Service and Staff Development of Central Kansas (ESSDAK).

The Flint Hills Education and Research Development Association (FHERDA) is a consortium of 18 public school districts and two special education cooperatives located in east central Kansas. It has been affiliated with Emporia State University since its inception over 15 years ago. The purpose of the consortium arrangement is to strengthen the ties between the University and the member schools to mutually benefit each constituency. The consortium is governed by the member superintendents, the Dean of the ESU College of Education who serves as Executive Director, and a University faculty member who is Associate Director.

The Educational Service and Staff Development Association of Central Kansas (ESSDACK) was implemented less than two years ago with 17 districts surrounding McPherson, and is now an organization containing 19 districts with a student enrollment of 17,280 and a faculty and support staff of 1,350. It was initiated by the Dean of the College of Education and a few superintendents in the McPherson area. Its organization and purpose are identical to FHERDA, and the Director of the Center for Educational Research and Service provides assistance as Executive Director.

Critical Issues Workshops

Every year public school educators are faced with new problems, or those continuing circumstances which defy easy solutions. Through systematic contact with educators associated with FHERDA, ESSDACK, and other organizations, Emporia State is sensitive to their concerns and broadens its geographical constituency to those Kansas educators who need specific forms of assistance.

(Over)

Conferences on Topics of Special Interest

Personnel at Emporia State are active in numerous associations and agencies, but a special relationship exists with the Kansas Association of School Boards (KASB), Association of Teacher Educators-Kansas (ATE-K), and the Joint Commission on Public Understanding of the Law (represented on the Joint Commission are the Kansas State Department of Education, Kansas Supreme Court, and Kansas Bar Association). These special relationships have resulted in the co-sponsoring of conferences on the Emporia State campus on issues of mutual concern.

Training Institutes

In 1984 the University's Center for Educational Research and Service sponsored the Curriculum Development Institute, an intensive series of seminars and follow-up activities designed to train curriculum directors. In addition to the curriculum program, institutes are now offered to districts that desire specially-prepared leaders in effective schools and reading coordination. Districts contract with the Center to receive on-campus training and follow-up support, which includes on-site visits by trainers, for a full calendar year.

COMMITMENT AND CHANCE FOR REPLICATION ELSEWHERE

That Emporia State is committed to the PARTNERSHIPS program is shown by its heavy investment of regularly-budgeted funds for personnel, office space, and clerical services...especially with its three-year-old Center for Education Research and Service. This is no soft-money project, and it seems likely that the Kansas Legislature will continue to provide the added support necessary to maintain the program. In the 1985 session alone it authorized $32,984.00 more than the regular operating expenses, for the purpose of funding components of the College of Education's "A Quest for Excellence" proposal.

Postscript

The PARTNERSHIPS program directed by Emporia State University's College of Education was recognized as one of the 17 "Showcase for Excellence" award winners by the American Association of State Colleges and Universities in August, 1985. The award winning partnership document was prepared by Stu Ervay, Director of the Center for Educational Research and Service; Fred Markowitz, Associate Dean of the College of Education; and Loren Tompkins, Associate Director of the Flint Hills Educational Research and Development Association.

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Friday, October 11
9:50 - 10:50 a.m.

A Curriculum Infusion Approach to Preservice Rural Teacher Preparation: Strategies and Resources

Ann Beth Sarachan-Deily
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Paper presented at the First Annual National Rural Teacher Education Conference, in Bellingham, Washington, October 11, 1985.

A Curriculum Infusion Approach to Preservice Rural Teacher Preparation: Strategies and Resources

ABSTRACT

There is a need to improve preservice training for teachers who will be employed in rural settings. This paper discusses the collaborative strategies used by The College of Saint Rose (CSR) and fifteen rural school districts in upstate New York to implement preservice teacher training and programming to better meet the needs of handicapped learners in rural settings. As a result of these college-rural school partnerships, a curriculum infusion approach to preservice rural teacher preparation has been undertaken at CSR. This approach has combined and used rural resources to supplement existing special and regular education curricula. It has assisted faculty to enrich courses and programs so that graduating students will be better prepared to serve the handicapped in rural school districts. This approach and the various resources and strategies used in its development will be summarized.

A Curiculum Infusion Approach to Preservice Rural Teacher Preparation: Strategies and Resources

The preservice program described in this paper is an outgrowth of U.S. Department of Education Grant #G008301642, "Collaboration of the College of Saint Rose and Chief School Officers to Improve Service to Handicapped Students." This grant is a three year project concerned with the education of handicapped students in rural schools and the preservice education of teachers preparing for rural service.

There are two major goals for the project. First, to assist Chief School Officers (CSOs) in fifteen rural school districts in upstate New York to addresss problems encountered by their district and building personel in meeting the educational needs of the handicapped students in their school districts. The second major goal of the grant is to assist The College of Saint Rose (CSR) Education Division faculty improve preservice programming and teacher training to better meet the needs of handicapped learners in rural settings. The progress made in implementing the first goal has been described elsewhere (Sarachan-Deily, Medved, Ognibene, Lyon, & Grippin, 1984a,b; Grippin, Sarachan-Deily, Medved, Lyon, & Ognibene, 1984; Medved, Lyon, Sarachan-Deily, Grippin, 1985; Grippin, Sarachan-Deily, Medved, & Lyon 1985a,b).

This paper describes the progress toward the second major goal, i.e., improving preservice rural teacher preparation. This goal is articulated in the grant as follows: "To establish a preservice teacher education program at the College of Saint Rose that produces graduates with the knowledge, skills, and attitudes which will enable them to work successfully with mainstreamed learners in rural school districts."

We intend for this paper to be disseminated and utilized by college-rural school district partnerships or consortia in other locations. We feel that similar projects or model programs can be successful in other teacher training institutions.

Objectives

In order to modify the preservice teacher training programs at CSR so that graduates will have the necessary knowledge, skills, and attitudes to work successfully with handicapped students in rural districts, the following three major grant objectives were implemented:

1. to utilize the expertise of rural CSOs and teams to improve the preservice curriculum, such that graduating teachers will have the skills to work more effectively with handicapped learners in rural school settings;

2. to provide practicum and student teaching settings in which the unique needs of handicapped students in rural school districts

are being addressed;

3. to provide a rural resource booklet for CSR Education Division faculty to assist their infusing rural information into education courses and curricula.

First, the expertise of rural administrative teams, consisting of CSOs, additional high-level rural administrators, and Committee on the Handicapped (COH) chairpersons was utilized to generate suggestions for improving the preservice curriculum. Secondly, student teaching practica were offered in participating rural districts to give students "hands on" experience with rural students. Thirdly, a Rural Education Curriculum Resource Booklet was developed to assist the Education Division faculty identify and utilize available information on rural teaching in their courses.

Collaboration With CSOs

Information from the rural administrative teams was obtained through formal questionnaires, Regional Cooperative meetings, and individual meetings with CSOs in rural school districts. During Fall, 1983, questionnaires were sent to the 15 participating rural school districts, with instructions to the team members to complete and return the survey. Twenty-nine questionnaires were returned; this was a return rate of 39%. (Refer to Grippin, et.al., 1985a, b for a response summary.) On these questionnaires, the rural administrative teams identified issues which impact on rural education in ways not found in urban/suburban settings. These issues included: classrooms containing students with a large variety of handicapping conditions and the resulting need for "specialists" to function as "generalists;" the need for specialists to travel to many schools; and insufficient numbers of trained specialists in rural school districts and their rapid turnover. They also identified successful rural teachers as needing good communication skills, an awareness of rural sociology, cross-categorical preparation, and the ability to work in and with the rural community. Ten percent of the rural administrators indicated they saw no differences between the characteristics of successful rural and urban/suburban teachers. Although useful information was obtained in this manner, there seemed to be a lack of awareness of some pertinent issues identified in the research literature (Grippin, et. al, 1985a, b).

During Spring, 1984, a Regional Cooperative Meeting was held at CSR. Participants included teams of CSOs, other rural administrators, and COH chairs from the five rural school districts in Region I (Columbia County, New York). These rural administrators and teachers have direct experience with the unique problems of educating handicapped students in rural areas. The teams met with the Rural Education Grant Staff, Grant consultants, and the CSR Task Force (which consists of faculty volunteers from each of the Education programs at CSR).

To facilitate communication concerning the special nature of the problems faced by teachers in rural school districts, a portion of the agenda consisted of an activity where the rural teams and the CSR Task Force members met together to brainstorm preservice educational needs for students preparing for rural teaching. Specifically, their task was to list the critical skills that teachers in rural school districts need to be successful and to describe issues that special education teachers in rural school districts should be familiar with. The general feedback from this activity indicated that CSR Education programs need to address the preparation of preservice teachers working with students in rural settings. The rural teams recommended that curricular emphasis should be given to the nature of rural schools, the characteristics of rural communities, and the skills needed by rural teachers. They identified relevant skills and issues, including improving attitudes towards rural education, developing an understanding and sensitivity to rural communities, and obtaining knowledge of the sociological characteristics of rural areas and rural problems. They also recommended that teachers preparing for service in rural areas should possess a repertoire of generalized skills in order to wear many "hats," and that they should be willing to work with lesser amounts of support and supervision during their first years. Thus, the rural teams provided input to the CSR Education faculty regarding the information, skills, and attitudes that preservice students need to have, to work effectively with handicapped students in mainstreamed settings in rural areas.

It was difficult to find common times for administrative teams from the rural districts to meet at CSR. As district administrators were often busy, and many of them wore more than one "hat" and could not leave their district for long periods of time, scheduling difficulties threatened the success of the Regional Meetings. As a consequence of the difficulties experienced in assembling rural teams and in finding common meeting times, it was decided that a change in strategy was needed in the other two Regions.

During Fall, 1984 and Spring, 1985, individual meetings were held with each of the participating Chief School Officers in Region II (Greene County, NY). The information received from the CSOs was consistent with that from the Regional Meeting. It was decided to continue with individual meetings with the five CSOs and rural teams in Region III (Rensselaer County, NY), rather than conducting

Regional Meetings to obtain this information. Although the opinions were generated from a single district at a time, rather than from a sharing of ideas and input among five districts in the Region, the individual meetings were successful vehicles for accomplishing the project's objectives.

The input provided from the CSOs and their rural administrative teams, along with conclusions drawn from a review of the literature on preservice preparation of rural educators, was used as the basis for curricular and program modifications at CSR.

Providing Practicum and Student Teaching Settings

The ongoing exchanges between CSR faculty and the CSOs involved in the program provided an atmosphere of cooperation and mutual benefit between CSR and LEAs. The staff development programs and technical assistance (Medved, Lyon, Sarachan-Deily & Grippin, 1985) helped to create environments where handicapped students were being well-served. All 15 participating rural school districts made commitments to serve as future cooperating sites for students from preservice education programs at CSR. Indeed, the school districts seemed delighted to serve as cooperating sites and the CSOs viewed student teacher placements as a benefit, rather than an obligation of grant participation. The resulting linkages with rural public school systems insured quality field placement opportunities for CSR students and realistic experiences with handicapped students in rural districts.

Although approximately 120 education students are placed in practicum or student teaching experiences each semester, there was some initial reluctance on the part of the CSR Coordinator of Student Teaching and the CSR Education Division faculty to place students in rural school districts. This reluctance was based primarily on the remoteness of these districts and the difficulties with direct supervision, the financial and time constraints of college supervisors, the certification status of cooperating teachers, the isolation of students placed in rural districts and the difficulties in returning to campus for required seminars, and the resulting problems in maintaining the quality of the student teaching experience at CSR. Since CSR's current models of student teaching are validated and satisfactory, there was an unwillingness to implement new models of student teaching supervision to accommodate the unique needs of students in these more remote areas.

Interestingly enough, the level of cooperation among rural school districts was very high. The CSOs in Regions I and II stated that they each had teachers who commute from Albany, and the CSOs would be willing to arrange for student teachers to share rides with their commuting faculty. The CSOs also stated that they could arrange for a student teacher to live with a local family for a semester to "gain a real understanding of life in rural America." Further, each CSO indicated that videotape equipment was available in their schools, and they could have a student teacher taped on a regular basis to provide additional feedback.

During Fall, 1985, we have student teachers placed in two of the participating rural school districts. These students will have the opportunity to work exclusively with rural students. Although this is a small n, it is a beginning, and it is anticipated that the numbers will increase in future semesters. Pre-placement survey data has been collected, and it is hoped that post-placement comparisons will be revealing.

Curriculum Infusion Strategies for Preservice Training

During the Summer and Fall, 1985, a curriculum infusion approach to preservice rural teacher preparation has begun at CSR. As a result of the college-rural school partnerships that were developed, we realized that our special and regular education curricula should include additional information on rural teaching. As a result of Task Force meetings with Education Division faculty, we realized that CSR faculty were willing to include rural information in their courses, but they did not have the necessary information to modify their courses (or time to research the information). Finally, we realized the curricular and fiscal constraints at CSR and the impossibility of implementing a special curriculum or new program to train teachers for rural areas.

Based on feedback from CSOs, rural teams, the CSR Task Force, CSR Education Division faculty, and from a review of the literature, a Rural Education Curriculum Resource Booklet was prepared during the Summer, 1985. The information from these sources was translated into specific student competencies which could be met by course changes in the current teacher education training programs at CSR. In this way, the many constituencies involved provided the basis for including a rural component in the teacher preparation curriculum at CSR, with emphasis on the problem of educating handicapped students in regular classes in rural schools.

The purpose of the Rural Education Curriculum Resource Booklet is to supplement existing special and regular education curricula at CSR by assisting faculty in enriching their courses and programs, such that graduates will be better prepared to serve the handicapped students in rural settings. The Booklet provides CSR Education Division faculty with materials that can be adapted to the existing curricula. This "curriculum infusion approach" allows an instructor to select objectives, competencies, activities and/or materials appropriate to a specific course or topic and to supplement and complement existing course materials. The Booklet serves as a guide to rural education resources available at CSR, including the 19 Rural Education Preservice Modules prepared and disseminated by the National Rural Research and Personnel Preparation Project (NRP), Western Washington University, Bellingham, Washington.

The Booklet contains an introduction and rationale for teacher preparation for rural service (information that could be used to introduce a unit). It gives five key competencies for teaching handicapped children in rural areas and it identifies several major objectives for teaching each competency. In addition, the Booklet contains suggested or sample content for teaching these objectives in college-level courses. The suggested content includes educational profiles, readings, activities, dilemmas, simulations, discussion questions, transparencies, resource lists, information on new technology, etc. Where possible, actual materials and activities were excerpted from conference papers, newsletters, workshops, NRP modules, and journal articles. When the relevant materials were too long to reproduce, the Booklet refers the faculty member to materials in the Rural Education Grant office, with titles, page numbers and suggested uses being given. All materials, both excerpted and non-excerpted, are available to faculty through the Grant Office. Finally, the Booklet contains a listing of the 19 National Rural Project Modules and a working bibliography of materials written on teaching handicapped and nonhandicapped students in rural areas.

During the Summer, 1985, letters were sent to CSR Education Faculty asking for volunteers to infuse rural information into at least one course during the Fall, 1985 semester. Interested faculty were asked to maintain a copy of the actual course materials on rural teaching, the test questions used with the rural unit, and summary statistics on student performance. In addition to providing the sample materials, the Grant will pay any faculty volunteer an "honorarium" of $50. During Fall, 1985, nine full-time faculty members will be infusing rural material into their courses.

Providing a Model Program

The rural teams provided the CSR faculty valuable input regarding information, skills, and attitudes that preservice students need to have to work effectively with handicapped students in mainstreamed settings in rural areas. The CSR Grant staff translated this information into specific student competencies to be met by course changes, and ultimately, curricular modification in the teacher education programs at CSR. In this way, the project has provided the basis for inclusion of a rural component in the teacher preparation curriculum at CSR, with emphasis on the problem of educating handicapped students in regular class in rural schools. The modifications implemented at CSR are within the scope of other teacher training institutions and will be disseminated locally and nationally.

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Friday, October 11
9:50 - 10:50 a.m.

PRESERVICE PREPARATION OF TEACHERS OF THE VISUALLY HANDICAPPED IN A RURAL STATE

Dewaine A. Alcorn, Ed.D.
University of Nebraska-Lincoln

The Need

There are 496 Visually Handicapped children in Nebraska who are not in the State residential school for the Visually Handicapped. Of this number, only 167 children and youth are being served by 21 teachers who have a teaching certificate endorsement for visually handicapped. This means that 329 children who are verified as needing services for their visual handicaps and who qualify for APH quota funds are being served by teachers who do not have the appropriate certificate endorsement. In addition, there are 92 children who are under evaluation or are receiving services for visual handicaps who are as of this date not verified but are likely to need qualified teachers.

Other established preparation programs for the VH and O&M areas have not been able to supply more than an occasional graduate to Nebraska Schools. When graduates of other programs have taken positions in Nebraska, they generally have resulted from the transfer of a spouse to a job in the state and not because of the attraction of the position. Graduates from the nearest other preparation programs, University of Northern Colorado to the west and Northern Illinois University to the east, tend to have many, more attractive offers in more populated areas from which to choose. Being the only VH teacher in a community under 1500 population which is 100 or more miles from a city of any sizable population is not attractive to a young person, especially when the salary schedule may not compare well to some urban districts.

Development of the Curriculum

In 1979, the faculty of the University of Northern Colorado Program for the Visually Handicapped helped the University of Nebraska establish a program for teachers of the visually handicapped and taught the first summer of the two summer sequence. The courses were set up as five intensive one-week offerings each summer with braille, Psychology of Exceptional Children and a practicum to be taken during the academic year or during a third summer session. Since the first summer, the program has involved faculty from other established programs teaching in their strongest areas which has provided Nebraska students the opportunity to learn from the experts from many programs.

One problem which had to be overcome when setting up the program was that of credit for the courses. The plan was to offer each of the University of Northern Colorado courses as one week of 30 contact hours which under the Carnegie credit rule would be worth 3 quarter hours or two semester hours. While the UNL is on a semester schedule, the UNL Faculty Senate and Graduate College permits no more than one credit hour of graduate credit for each week of instruction, no matter how many hours of instruction are involved. If the student registers for the entire five-week session, however, six credits may be earned. Therefore, the total number of credit hours which could be earned for the two-summer sequence of ten weeks was 12 credit hours.

Figure 1, Endorsement Program

TEACHER OF THE VISUALLY HANDICAPPED
LEVEL: K-12

SPED 879	PSYCHOLOGY OF EXCEPTIONAL CHILDREN	3
SPED 851	EDUCATION OF THE VISUALLY HANDICAPPED	6
SPED 852	TEACHING THE VISUALLY HANDICAPPED	6
SPED 897	PRACTICUM: VISUALLY HANDICAPPED BRAILLE PROFICIENCY	6
SUPPORTING COURSES*		9
	TOTAL	30

*CHOOSE ACCORDING TO ENDORSEMENT LEVEL HELD
K-12: GUIDED ELECTIVES
K-6: ADOLESCENT PSYCH, SECONDARY SPED METHODS, SPECIAL VOCATIONAL NEEDS
7-12: CHILD PSYCH, IMPROVEMENT OF INSTRUCTION IN ELEMENTARY READING, IMPROVEMENT OF INSTRUCTION IN ELEMENTARY MATH

When the program was first developed, the total credit hours for the endorsement was 21. Certificate endorsement criteria suggested a minimum of 30 credit hours for a subject endorsement. The UNL Teachers College Curriculum Committee approved the endorsement which was submitted to the Nebraska State Education Department Certification Office and the State Board of Education which accepted the endorsement as a special case. Subsequent NCATE, North Central Accreditation and State program approval visits have approved the program. Two years ago, Nebraska adopted new standards for special education endorsements and the program was revised, primarily with the addition of courses in other areas to meet standards for the K-12 level.

Each one-week course is scheduled for 30 contact hours of instruction: 9-12:00 and 1-4:00 daily. Breaks, of course, are scheduled near the mid-points of the morning and afternoon sessions. Instructors are encouraged to provide a variety of activities such as demonstrations, films, discussion/study groups, etc. to further break up the sessions in order to reduce classroom fatigue. Field trips to various agencies or facilities and laboratory activities are also scheduled when appropriate to the topics being presented.

Figure 2, Course Sequence

SUMMER ONE COURSES (851)

SURVEY: EDUCATION OF THE VISUALLY HANDICAPPED
SOCIAL-PSYCHOLOGICAL IMPLICATIONS OF VISION LOSS
COMMUNICATION SKILLS FOR THE VISUALLY HANDICAPPED
EDUCATIONAL IMPLICATIONS OF LOW VISION
PRINCIPLES OF ORIENTATION AND MOBILITY

SUMMER TWO COURSES (852)

STRUCTURE AND FUNCTION OF THE EYE
TEACHING THE MULTIHANDICAPPED BLIND
ASSESSMENT OF THE VISUALLY HANDICAPPED
MATERIALS FOR TEACHING THE VISUALLY HANDICAPPED
METHODS FOR TEACHING THE VISUALLY HANDICAPPED

Providing Practicum Experience and Braille Proficiency

Credit for practicum experience with the visually impaired is accomplished in two ways: (1) Regular graduate credit with placement under an experienced, certificated cooperating teacher with supervision from the University and (2) Credit by Examination with undergraduate credit. For trainees who are full-time teachers, the placement for graduate credit usually occurs within a summer school program in the Omaha Public Schools or at the Nebraska School for the Visually Handicapped. When the teacher is working in a setting with visually handicapped students, supervision may be arranged and credit awarded. A minimum of 240 clock hours of supervised experience is required for six hours of credit.

Under the Credit by Examination option, undergraduate credit is obtained upon the recommendation of the teacher's administrator or supervisor. The administrator/supervisor verifies in writing that the teacher has had at least one year of successful teaching experience with the visually impaired. Informal verification is usually obtained from the State Consultant for the Visually Handicapped as to the teacher's competence before the credit is awarded. The credit for the practicum appears on the transcript as advanced standing examination which is sufficient for certification purposes. Since most of the trainees are experienced teachers, the successful teaching experience is not difficult to verify. If the trainee is inexperienced, the graduate credit option is required.

Braille proficiency is acquired through the Library of Congress Braille Transcribers Correspondence Course. When setting up the program, the consultants believed that proficiency in transcribing braille for school-age children would be sufficient if teachers completed Lessons 1-12 of the Library of Congress course. A local certified braille instructor offered to develop a braille proficiency test and to grade the lessons for the students in order to save the time necessary to mail the lessons to Washington, D.C. Students paid the instructor $5 per lesson and for grading the proficiency test. Since 1982, the Prose and Cons Braille Unit has provided this service for the same fees. Turn around time for lesson feedback is two or three days so that students can progress through the 12 lessons as fast as they wish. Although all that is necessary is verification to the program director that proficiency of 80% or better has been obtained, students may register for credit under a directed field experience title. The drawback to the transcribers course is that it does not provide the teacher suggestions on how to teach braille to young children.

Faculty Recruitment

For the first summer of the program, the faculty of the University of Northern Colorado provided the instruction. Dean Tuttle, Director of that program, was instrumental in setting up the program and the first summer of work. After the first summer, he determined that having a different faculty member absent for five different weeks out of his program was too much to ask of his students and faculty, who had to cover for each other. He made some recommendations for faculty to contact for the second summer of the program. Phil Hatlen from San Francisco State University, who was consulting for the Nebraska Department of Education, added some other names, including his own. Letters were sent to the persons nominated explaining the program and what would be expected of them. The five weekly courses were assigned with some minor adjustment of the planned schedule.

From that point forward, the guest faculty usually had suggestions from among their colleagues as to who might be asked to teach various courses in subsequent summers. The program director also attended leadership conferences sponsored by the University of Michigan where additional contacts were made. The program has attained enough visibility at this point that when a person is contacted for a proposed appointment, the main problem to be worked out is an open date for them to schedule to come to Nebraska.

Nearly every summer, the program has hired one or two doctoral students upon the recommendation of their advisors. Usually they have completed all of their coursework and have engaged in teaching the content for the course on their campus or in an inservice workshop for experienced teachers. Some of the best evaluations of teaching have been on these instructors. They have a freshness in their presentations and apparently have prepared themselves well. The UNL Graduate College has little problem with sub-doctoral instructors in this situation as long as the majority of the overall program is taught by doctoral level faculty.

Program Advertisement and Student Recruitment

The key to filling vacancies for teachers of the visually handicapped in rural areas is the local or area director of special education. He or she usually knows the experienced and qualified teachers who are established in the locality and are likely to remain in the area. At the point where the guest faculty have been appointed, usually in January, a mailing is prepared to send to all directors of special education in the state as well as to consultants and other interested personnel in surrounding states. The mailing describes the nature of the program, requirements, the faculty for the courses being offered, dates of the offering, housing applications and other information to assist potential students in preparing to participate in the program. The cover letter suggests to the directors that if they have a position vacancy in the area of the visually handicapped, their best bet to fill the position is to encourage a teacher in their systems to enroll in the program. In many cases, the directors have been in touch with the state consultants regarding their needs and have already submitted names of persons to whom materials can be sent directly. Such persons as well as any person who has previously expressed interest in the program and all persons who have ever been enrolled in the program are sent a separate mailing of application materials.

While potential trainees may may still have reservations about leaving their families for the teacher training program during the summer, the relative shortness of the program (five weeks per summer), no expense for tuition and inexpensive housing provide some attractiveness to the program. Some students have stayed with relatives or friends to further reduce their costs. There always is at least a week in the middle of the course offerings where no class is scheduled so that they may return to their homes. The week of the Fourth of July holiday is unscheduled because of the short week and in even years, the Association for the Education of the Visually Handicapped holds its conference during the last week of June which makes acquiring a faculty member difficult. This hiatus also give the students a break from the intense pace of the week long courses.

Methods of Funding

Various methods have been used to fund the program. Since a large number of teachers at the state school lacked proper endorsement, an account of the Trust fund earmarked for teacher inservice was used to fund the first two years of the program. The $10,000 was augmented in the second year with some Title VI-B administrative funds from the Nebraska Department of Education. The third and fourth years were somewhat rocky with funds coming from fours different sources; Title VI-B, Title VI-D from the State Department, a portion from Deaf-Blind funds and some from the Barkley Trust Fund which provides support to various special education programs in the Department of Special Education. The fifth and sixth years were funded entirely with a grant from USDE, OSERS, DPP. A grant proposal has been submitted to OSERS for funding the next three years. A part of that proposal is to develop a training program for orientation and mobility instructors based on the present model.

Cost

Program cost for the first year (1979) was $5,900. This included a $650 honorarium for each guest faculty member, air coach fare, ground transportation, materials reproduction, meals and lodging. Cost for the past summer was $7,000 which included an $800 honorarium and and an average of $600 per week for guest faculty expenses including airfare, food and lodging. Because the instruction is paid by external sources, UNL waives the tuition for the students. If a school budgeted the expenses for the instruction, tuition could pay for some of the costs.

Evaluation Data

Positive comments were made about the expertise of the instructors and their excitement about their subject. Comments from other years have been in a similar vein in regard to positive comments about the variety of instructors and their attempts to provide a solid foundation for learning about the visually handicapped while providing a lot of practical techniques for working effectively with them. They like the one course per week and the opportunity to learn from outstanding leaders in the field. They also acknowledge that they get a lot of sitting time in five weeks and appreciate having one or two weeks off in the middle of the five weeks of instruction. Every summer, students have commented about the opportunity to interact with the other students and getting to know them closely. It is known that during the year they feel free to call each other when they have a question about what to do about something and know that another teacher has had experience with the same situation. They plan reunions each summer and invite former participants to come back and meet with a particular instructor.

To date, there have been 87 persons take an average of 10.5 hours of credit. They have come from 41 different communities in six different states. There have been 32 teachers complete all the requirements for the endorsement. Those completing the program had an average braille proficiency of 90.2%.

Summary

A model for delivering a teaching certificate endorsement program for teachers of the visually handicapped over a two summer sequence was presented. The effectiveness of the training in relation to program cost is very good. It has been shown to be a viable model for preparing teachers for a low-incidence area in a rural state.

Betty Guth
Friday, Oct. 11
9:50 - 10:50 AM

Here is a reconstruction of the proposal for a session on interdisciplinary training. The basic format is: (a) I will share what we are doing with undergraduate and with graduate students to train for "rural reality". We do cross-department teaching with the faculty of social work and educational administration. We also use the director of the Direction Service Center to help teaching networking skills. (Direction Service Center is housed on campus. Its function is to be a clearinghouse for all handicapped people/parents who need any kind of social service help. The center serves all of Johnson County.) (b) I will share some of the simulation activities we use to allow students from different disciplines to learn to problem solve together. (At the pre-professional level people tend to be less "turfy-y".) (c) I will share some of the community experiences the students have when they go off campus to test their skills in the real world. (d) I would like the group to think of ways to adapt/expand on the concept.

CONCURRENT SESSIONS

FRIDAY, OCTOBER 11

11:15 A.M. - 12:15 P.M.

Friday, October 11
11:15 - 12:15 p.m.

A Study of the Relationship Between the Size of High School and College Performance of Students from Montana High Schools

by
Ardys Clarke, Ed.D. and Donald Robson, Ph.D.
Montana State University

Among the continuing debates in American education, at least for the last seventy-five years, has been the controversy over the small school versus the large or consolidated school. Educators, in general, most often have aligned themselves with the large or consolidated school. The public, however, has remained a persistant, vocal group with unwavering faith in the superiority of the local, small town school.

Within the last three decades, improvements in communication and transportation, shifts in population and demand for more accountability in education by taxpayers and the public in general, have centered attention on school district organization and reorganization. There are a number of emotional factors, however, which influence reorganization decisions. In 1963, Kenneth Kammeyer identified several of those factors including: (1) persistance in the desire for local control, (2) philosophy that the quality of education in a small district is superior, (3) nostalgia for the home town school, and (4) resistance to tax increases for any public service. Roald Campbell maintains that those emotional factors continue to exist today. (1985)

The question of the relative merits of large and small high schools is particularly relevant and pertinent in Montana. During the 1983-84 school year, 383 elementary and 169 high school districts operated in the state. While those high school districts ranged in enrollment from fewer than 50 students to more than 1,000, over 44 per cent of those high school districts had less than 100 students. (Table I) In contrast, only 10.5% of the schools in the United States fall within that size.

Table I

High School Enrollment By Size

Montana: 1983-84

School Size (# of Students)	# of Schools	Enrollment
1 - 49	43	1,496
50 - 99	38	2,840
100 - 249	47	7,680
250 - 499	21	7,766
500 - 749	7	4,325
750 - 999	1	750
1000 - 1999	11	14,501
2000+	1	2,031
Totals	169	41,389

Despite the large percentage of rural and small schools, Montana students in 1984 scored above the national average on tests commonly used for college admission. Results of composite Scholastic Aptitude Test (SAT) scores for 1984 ranked Montana students 7th in the nation, and on the American College Testing Program (ACT) Montana students ranked first in the U.S. in the proportion of seniors taking the test.

Once predominantly rural, Montana's urban population is now slightly greater than the rural population. In a sense, Montana is becoming "more urban" with a greater number of students in schools in major towns. (Table II)

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Table II

Montana Urban - Rural Population

1950 - 1980

	Total	% Total
1950		
Urban	258,034	43.7
Rural	332,990	56.3
1960		
Urban	338,457	50.2
Rural	336,310	49.8
1970		
Urban	370,676	53.4
Rural	323,733	46.6
1980		
Urban	416,402	52.9
Rural	370,228	47.1

Urban: All persons living in major urban areas and in places near urban areas with 2,500 or more people

Rural: All persons not classified as urban

Source: Montana Department of Commerce

In addition, the state's total population has grown at an increasing rate over the past decades. From 1960 to 1970, the population growth rate was 2.9%, however in the following decade, 1970-80, the population grew by 13.3%.

Given the large proportion of very small schools in Montana, and the increasing urbanization trends, as well as the escalated growth in total population, consolidation issues have become more salient on a state-wide level. The emotional issues raised by Kammeyer (1963) become primary, while economic and academic efficiency or even effectiveness lose potency in the debate. Perhaps the central emotional argument has to do with the quality of

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education associated with smallness or rural needs. Proponents of consolidation allege that such schools cannot offer a comprehensive high quality education, while opponents of consolidation just as frequently argue that such systems offer a superior program.

The problem investigated by this study was to determine if Montana students from high schools of different sizes performed differently on several measures of achievement at Montana State University. The measures used included: first and third quarter GPA, MSU computed verbal stanine and quantitative stanine scores, rate of graduation, and selection of academic major. Sub populations of the freshman class of 1978 included: gender classifications, size of high school attended, and curriculum major.

Need for the Study

This study represents an attempt to expand the current body of literature relative to the effects of school size on subsequent college performance. It does not, however, speak to other factors associated with high school size. That is, there is some evidence to suggest that small intimate organizational climates may produce students with better social self-confidence, more social skill and a more positive academic self-image than large bureaucratized organizations. These affective elements are not a part of this study, although there is a real need to investigate such outcomes.

The present study was undertaken because the literature revealed that: 1) There was no consensus over the relationship between academic success of college students to the size of high school attended as the basis for individual prediction of college success. Approximately one-half of the research reviewed indicated that size of high school had no effect on college academic success; whereas the remaining one-half indicated a significant effect.

2) Despite decades of emphasis on consolidation, small schools still exist. At present in the U.S. there are still 16,000 separate school districts in existence. (Campbell, et. al., 1980)

3) Many researchers maintain that the typical large high school appears to be more favorable to higher attainment in college, in that, it would appear reasonable to suggest that larger high schools offer more varied curricula, have more financial resources and are more likely to attract better qualified teachers.

4) Although several studies conducted in Montana on the relationship of high school size and curriculum and freshman college attrition rates demonstrated significant differences among students from high schools of different size, none of those studies specifically addressed the relationship between college graduation to high school size.

Procedures and Methodology

The population of this study was comprised of all freshmen students who graduated from Montana public high schools in the spring of 1978 and entered Montana State University in the fall of 1978. This particular freshman class consisted of a total of 2170 students from all colleges and departments of the university. These students were grouped for purposes of analysis on the basis of the following categorizations: 1. size of high school (Table III), 2. Gender of student (Table IV), and 3. College of enrollment (Table V).

Table III

Distribution by Size of High School Attended

1978 M. S. U. Freshmen

High School Size (student population)	Absolute Frequency	Percent of Total Freshman Class
0 - 50	48	2.2
51 - 100	109	5.0
101 - 200	186	8.6
201 - 400	286	13.2
401 - 900	287	13.2
901+	973	44.8

Total Cases = 2170

Size of school data was not available for 281 cases or 13 percent

Table IV

Montana State University

Distribution By Gender - 1978 Freshmen

Gender	Absolute Frequency	Percent of Population
Male	1141	52.6
Female	1029	47.4
Total	2170	100

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Table V

Montana State University

Distribution by College of Enrollment - 1978 Freshmen

College of Enrollment	Absolute Frequency	Percent of Population
Agriculture	190	8.8
Arts and Architecture	208	9.6
Letters and Science	297	13.7
Engineering	469	21.6
Education	156	7.2
Business	315	14.5
Nursing	90	4.1
General Studies	445	20.5
Totals	2170	100.0

College of enrollment is defined as the first curriculum selected by the 1978 entering freshmen.

The stratum of high school size was determined according to size of student population, based on designations established by the researchers. The size designations established were as follows: 1-50, 51-100, 101-200, 201-400, 401-900, 901-2300.

In addition to data on school size, gender, and college of enrollment, this study examined data on: (1) First and third quarter freshman G.P.A., (2) MSU computed verbal stanine scores (from Ohio-78 and SCAT), and (3) MSU computed quantitative stanine scores (from Ohio-78 and SCAT).

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Design of Study

A variety of analyses were used to answer research questions focusing on the size of high school as it related to student preparation and college success. Table VI presents a summary of the analyses.

Table VI

Summary of Analyses

Analysis	Dependent Variable	Independent Variable
One-way ANOVA	G.P.A.	School Size
(All Comparisons)	Verbal Stanine	Gender
Duncan Post Hoc.	Quantitative Stanine	College of Enrollment
Two-way ANOVA	G.P.A.	Size by Gender
	Verbal Stanine	Size by Gender
	Quantitative Stanine	Size by Gender
Chi-Square Test of Independence	Graduation (yes/no)	Size of High School
Regression	G.P.A.	Verbal Stanine +
		Quantitative Stanine +
		Size of High School

A one-way analysis of variance procedure was used to test for differences between mean G.P.A., verbal stanine, and quantitative stanine scores. The independent variables of school size, gender, and college of enrollment were used. Where differences were found, a Duncan post hoc procedure was employed, with an alpha level of .10. This design was used to test the hypotheses that there would be no differences in the mean GPA, verbal stanine, or quantitative stanine scores of students from schools of different sizes, of students of different gender, or of students from different colleges of enrollment.

In addition, a factorial design was employed with 2-way analysis of variance to test for interactions between gender and size on the dependent variables of GPA, verbal stanine, and quantitative stanine. It was the

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researchers' intent to determine whether gender interacted with school size in relation to academic performance.

A contingency table employing a chi-square test of independence was constructed to examine the relationship between size of high school and whether or not a student ultimately graduated from college.

Finally, a multiple regression analysis was conducted to determine the relationship between the dependent variable GPA and the independent variables verbal stanine, quantitative stanine, and school size.

The results of this study showed that there were no significant differences in the freshman GPA of students from high schools of different size (Table VII), but there were significant differences between verbal (Table VIII) and quantitative stanine scores (Table IX) of students from different sized schools.

Table VII

One-Way Analysis of Variance

First Quarter G.P.A. by Size of High School

Size of High School	Mean G.P.A.	N Students
1 - 50	2.80	47
51 - 100	2.50	105
101 - 200	2.59	185
201 - 400	2.65	281
401 - 900	2.63	282
901+	2.71	959

P<.10 no significant differences in mean GPA

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Table VIII

One-Way Analysis of Variance

Verbal Stanine Scores by Size of High School

Size of High School	Mean Verbal	N Students
0 - 50	4.88	48
51 - 100	4.27	109
101 - 200	4.45	186
201 - 400	4.19	286
401 - 900	4.53	287
901+	4.62	973

P<.10 Indicated differences by size

Duncan Post Hoc (P<.10)
(0-50) = (401-900) - (901+) > (51-100) = (201-400)

Table IX

One-Way Analysis of Variance

Quantitative Stanine Score by Size of High School

Size of High School	Mean Q-Score	N Students
0 - 50	4.96	48
51 - 100	3.97	109
101 - 200	4.54	186
201 - 400	4.25	286
401 - 900	4.70	287
901+	4.59	973

P .10 Indicated significant differences by size of high school

Duncan Post Hoc. (P<.10)
(51-100)<(0-50) = (101-200) = (401-900) = (901+)

Results of the two-way analysis of variance indicated that there was an interaction between first quarter mean GPA and gender and size of school in that, except for the very small schools, females perform as well or better than males. (Table X) Students from the very smallest schools and the largest high schools had significantly higher verbal stanine scores. (Table XI) Furthermore, the study showed that males from all sizes of high schools scored consistently higher quantitatively than females. (Table XII) The

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results of the Chi Square test of independence showed that there was a dependency between the size of high school a student attended and college graduation. (Table XIII)

Table X

Two-Way Analysis of Variance

Gender by Size on GPA (First Quarter)

	0-50	51-100	101-200	201-400	401-900	901+
Male	2.98	2.20	2.52	2.50	2.60	2.70
Female	2.74	2.84	2.66	2.80	2.70	2.80

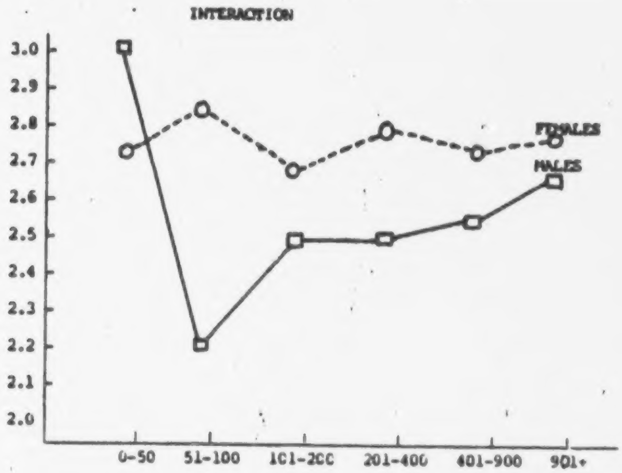

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Table XI

Two-Way Analysis of Variance

Gender by Size for Verbal Stanine Score

	(0-50)	(51-100)	(101-200)	(201-400)	(401-900)	(901+)
Male	5.31	4.20	4.73	4.18	4.75	4.86
Female	4.21	4.33	4.15	4.19	4.24	4.37

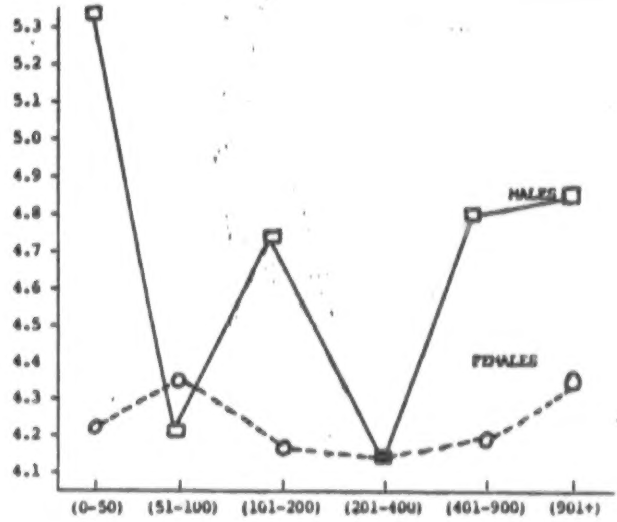

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TABLE XII

Two-Way Analysis of Variance

Gender by Size of High School for Quantitative Stanine

	(0-50)	(51-100)	(101-200)	(201-400)	(401-900)	(901+)
Male	5.59	4.24	5.18	4.45	5.21	5.27
Female	4.00	3.74	3.88	4.06	4.04	4.11

INTERACTION

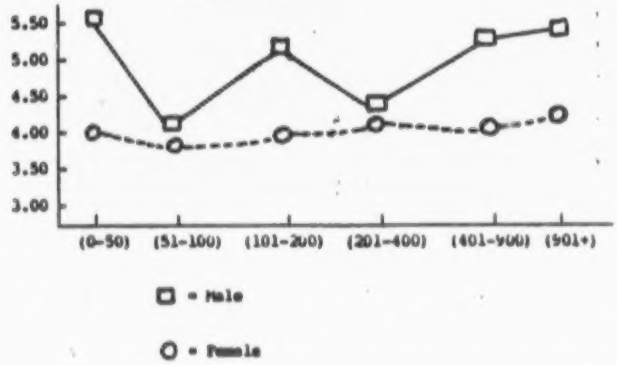

Table XIII

Chi-Square Test of Independence

	0-50	51-100	101-200	201-400	401-900	901+
Yes	31.3	19.3	20.4	27.3	25.8	28.2
No	66.8	80.7	79.6	72.7	74.2	71.8

Chi-Square = 11.143, P = 0841*

*Graduation is Dependent on High School Size

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The results of the multiple regression analysis indicated that high school size accounted for very little of the variance in freshman GPA, but that verbal skills accounted for the greatest amount of variance in GPA. (Table XIV)

Table XIV

Regression: G.P.A. by Quantitative + Verbal + High School Size

Independent Variable	R2	R2 Change	F
Size	.00063	.00063	1.337 *
Verbal + Size	.22601	.22539	311.141
Verbal+ Size+ Quantitative	.23755	.01153	221.203

* High School size accounts for very little of the variance in G.P.A., verbal skill accounts for the greatest amount of the variance in G.P.A.

Conclusions

The results of this study allowed the researchers to draw the following conclusions:

1) It is clear that it does not matter what size high school a student attends in Montana. Students from the smallest high school did just as well academically at Montana State University as students from the largest high school.

2) Going to a small school in Montana is not a handicap, in fact, it may be that those students obtain a very personalized education with a strong basic

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skills background which enables them to succeed academically at Montana State University. It may be that a strong basic skills background is all that is needed to succeed in college.

3) Students from the very smallest schools remained at Montana State University and graduated as frequently as those from the very largest high schools. Therefore, graduating from the very smallest high schools (0-50) had no effect on a student's chances for graduation at Montana State University.

4) The size of high school a student attended did influence the choice of curriculum. Slightly over sixty percent of the 1978 freshman students who enrolled in the College of Agriculture came from schools of 200 or less. This may be due to the fact that students from small rural schools come from an agricultural background and therefore pursue areas which will enable them to return to that environment.

5) For some reason, which is beyond the scope of this study to answer, males from the very smallest high schools did better academically than males and females from all sized schools.

6) This study does not support a move toward consolidation in Montana if such action is to be based solely on academic achievement. No statistical differences were found in student academic achievement among students from high schools of different size.

7) It may be that Montana school districts should consider consolidation only if schools of 400 or more students are organized. If one views the actual mean GPA and actual mean verbal and stanine scores, students from the smallest

high schools (0-50) have much higher mean scores than students from Class II (51-100) and Class III (101-200). The actual scores of Class I students are comparable to Class V and Class VI schools. A number of possible explanations may account for this phenomenon. Life choices may be more varied in urbanized areas, resulting in a wider spectrum of students opting for college attendance. This would tend to reduce the mean verbal and quantitative measures for this group. At the same time, given fewer students with perhaps more constrained life choices, small rural schools might tend to help students make more realistic or appropriate decisions about whether to enroll in college. This would tend to increase the mean academic indicators of this group. Such factors need to be explored in order to determine why students from the very smallest high schools performed better than all students except those from the very largest. Clearly, further investigation of this phenomenon is warranted.

Friday, October 11
11:15 - 12:15 p.m.

Rural School/Small College Collaboration

Reese Parker, Ph.D., Dean
School of Professional Studies
Lewis Clark State College
Lewiston, Idaho

We promote an interactive soul mate relationship with small schools and rural communities in our mostly rural state. When we compare ourselves with larger and/or urban institutions of higher education, we easily feel empathy for the rural school as it compares itself to the urban school. In our culture, where large urban social institutions generate norms and demands for change, small rural institutions must respond to them effectively or face obsolesence, loss of patron support, and the realization that their charges are less than adequately prepared for encountering the challenges of their futures.

We recognize that we have a restricted range of opportunities, fewer resources and less flexibility in using them than do larger institutions. We know that our colleagues in small school systems face the same reality. This recognition is accompanied by a realization that our constituencies and the larger society do not lower their expectations of us even though they are aware of our comparative disadvantages. While all human services fields face increasing demands for performance, and receive proportionately fewer resources than was the case a decade or two ago, responding to them is proportionately more difficult for smaller schools.

For example, when a state increases graduation requirements for high schools, larger systems may be able to respond by increasing class sizes or adding sections in courses they have previously offered as electives. Small schools often must recruit new faculty or recredential existing faculty to meet standards required by the change and add offerings to their curricula which were not there before. If they recruit a specialist, say a chemistry teacher, to meet the increased demands, they must find one who can teach other things because they may only need one section of chemistry per year. If they have ready access to an urban area, a part time person might be available, but that opportunity is not frequently present in rural schools.

This paper will illustrate ways in which we have pursued our soul mate relationship with small schools in the areas of assuring a well-prepared teacher force, responding to increased demands and changes in standards, and increasing opportunities available through those schools. We will mention several models which we feel hold promise in these three areas, but which have not been implemented largely because of lack of resources or lack of resource flexibility. Finally, factors which have promoted our success in dealing with small schools will be cited.

The Teacher Force

Most of our education students come from rural communities and small schools. They are familiar with rural lifestyles and often prefer them. They plan to teach in schools such as those from which they graduate. In our advising process, we stress the development of professional versatility in their program planning. We stress composite majors in natural science and social science which qualify them for endorsements in several disciplines. We urge elementary and secondary majors to add the special education endorsement program in their respective courses of study. For elementary majors who enjoy a particular discipline (say math or physics) that is needed in rural schools, but demand doesn't usually justify a full time position, we recommend that they add the content area as a secondary endorsement (academic minor). We promote active membership and participation in professional organizations as part of students' programs and preparation for their continued professional development. In their co-curricular pursuits, we recommend their participation in coaching activities, drama, music, art, etc. which are needed if rural schools are to present a comprehensive set of educational opportunities for their students.

In our program evaluation model, the efficacy of this approach has been confirmed by graduates and by those who have hired them. In follow-up activities with rural school personnel, we inquire about demands they face relative to their teaching forces and sensitize advising, students, and program content to those demands. We are convinced that these measures increase the employability of our graduates and we know that our efforts are noticed and appreciated by rural districts.

For inservice teachers, we promote continued professional development in a number of ways. First, we replicate our annual special education conference in two sites to give teachers greater access. Second, we work with districts to expand the scope of their "normal" curriculum development activities so that they qualify as credit bearing experiences in which teachers may enroll for minimal cost with minimal inconvenience. Third, we offer courses in compressed format (e.g., Comptuer Applications in Education) which enables inservice teachers to expand their skills without sacrificing much of their well-earned summer vacation and minimizing the cost of access to advanced education.

Fourth, for teachers who are involved in graduate programs, we attempt to attain graduate endorsement from our sister graduate institutions for special topics courses (e.g., A recent series of one credit courses in Direct Instruction Techniques was endorsed by the University of Idaho, Utah State University and University of Oregon.). Fifth, when mathematics graduation requirements were recently increased, we moved quickly to assess small school capabilities to meet the demand with certified teachers. Together we planned a summer institute which was specifically designed to provide necessary capabilities in the shortest amount of time. Sixth, we worked with special education consultants in rural north Idaho to gain endorsements for certified personnel and to give professional development opportunities to special education aides (some eventually becoming certified teachers). The close working relationship which developed between our faculty and the adjunct faculty has been mutually rewarding.

Further, districts who observed the success of this project have identified a new source of professionals in their schools--the instructional aide. We actively work with districts to involve their aides in correspondence study, college-based inservice, directed studies and later campus-based courses which results in emergence of certified teachers from their aide corps.

Each of these measures requires what might be deemed to be "extra effort" on our part. We recognize that we can accomplish the goals of providing the level of relevant professional preparation and access to that preparation for personnel in small schools by a) actively seeking their input, b) adopting their frames of reference when attempting to understand the demands they face, c) being willing to approach and earnestly establish intermediary relationships between other higher education institutions and small schools, and d) being willing to adapt our "regular" operations to meet their needs while exercising collaborative responsibility for quality control, rather than insisting that they access our regular program in traditional fashion.

In fact, our faculty do assume additional responsibilities in these operations, but that is sometimes required to meet our institutional goals in the existing socio-political environment. The collaborating districts recognize that we will and do go the extra mile, which increases the "soul mate quotient" of our relationship and results in their support for our goals even when they do not directly benefit.

Responding to Increased Demands and Standards Changes

The Idaho Commission on Excellence recommended significantly increased graduation requirements for Idaho schools. The State Board of Education enthusiastically endorsed those standards. The legislature saluted the Commission, the State Board, and itself for vastly improving the quality of public education in Idaho magically and almost overnight. Teachers, superintendents, principals, parents, school board members, and students welcomed the increased standards and testified to all three bodies about the meaning the proposed changes held for the reality of daily operations in their schools. The constituted bodies listened to the commentaries with patience and welcomed them enthusiastically. As preparation of the state budget progressed, however, it became obvious that the testimony concerning the meaning of the changes in the reality of daily operations had not been heard.

With the cooperation of several school districts and professional organizations, our College prepared an analysis format which could be used by any district to document the policy, fiscal, scheduling, support resource, library, transportation, co-curricula, and community support impact of the mandated changes upon their daily operations. After a conference, which examined the changes and the analysis format in detail, local districts applied the analysis format in their home communities. The College collected the completed documents from the districts and summarized them. This summary document and those prepared by individual districts were given to key members of the Commission, State Board, and Legislature, respectively.

Evidence from these sources emerged in the later work of the legislature and executive branches. The reality context in which data was presented clearly showed the challenges the schools would face in implementing the new standards. It gave decision makers pictures of impact from student, teacher, administrator, and school board member perspectives. The image of policy changes in terms of their operational effects, in addition to their gross statewide costs, resulted in a number of fiscal and regulation changes which substantially improved the ratio of positive to negative effects of implementing the new standards. In fact, the changes realized made implementation of the standards plausible instead of impossible according to feedback from several superintendents. The schools did not realize the full appropriation needed to implement the changes, but they did not face a totally impossible task due in part to this collaborative intervention.

Early in the current presidential administration, measures were taken which reduced eligibility of veterans and social security survivors (children) for educational benefits. Students who had previously been eligible for benefits would not be if they weren't enrolled for six college credits by May 15 of that year. For survivors who had not graduated from high school, this would have meant substantially increased personal expenditures for college. Our Continuing Education division moved quickly to establish courses at several rural schools under our early start/enhancement program so that eligible students could meet the enrollment requirements. Local school personnel recruited parents and other citizens to take the classes as well so that the College would not face a financial loss as our continuing education operations are self supporting.

Perhaps the greatest benefits in this experience were realized in the classes. Parents, aunts, uncles, neighbors and high school juniors and seniors were students together. They were able to share an experience as intellectual peers which none of them had had before. They saw each other in new roles and with new perspectives. Friendly competition, admiration, support, and intellectual sharing all occurred, which made those classes among the most talked about on or off campus. Classes of that mix continued for two semesters after the original high school seniors had graduated. In the case of the College, responding to one set of student needs, which had emerged due to altered standards, resulted in rewarding experiences for several sets of students.

From time to time, schools need increased citizen involvement and support in their pursuits. For several years, the Education Division focused its annual conference upon promoting citizen involvement. Those conferences produced consultation with small school districts and citizens groups on a series of topics including override levy elections, economic development, responding to accreditation issues, creating parent advisory groups required in special programs, and home-school relations during massive layoffs. While the conferences often engendered controversy about appropriate levels and types of community involvement advocated for ongoing operations, and drew criticism from some school district personnel for those characteristics, they established the College as a source of expertise and willing assistance.

When we responded to needs which later emerged, the controversy and criticism were quickly forgotten. Our relations with small schools in the area of citizen involvement caused one superintendent to testify to the legislature that "Lewis-Clark State College calls me to ask what they can do to help my district, (other schools) call me to explain how my district can help them." The mutuality which results from our efforts to assist small schools also means that they contact us when they think we need their assistance.

Small schools often generate innovative program ideas and seek external funding for them. The College has been successful in two major ways in collaborating with such efforts. First, we have the reference capabilities needed to a) identify alternative funding sources, b) establish contact with them, c) examine their respective criteria for funding, and d) establish initial estimates of success probabilities for districts so they can judge whether to write to one criteria or another which appears more promising. Second, after locating a likely source, some districts need assistance to prepare part or all of the proposal. Our faculty has been especially responsive to requests for such assistance from schools. As a result, when we seek cooperation, endorsements and participation from districts in attempts to obtain outside funding for our projects, it is usually forthcoming.

Increasing Opportunities

We actively recruit high school students into early start/enhancement programs where our courses become part of their high school programs and apply toward college degrees after graduation. While this may result in students choosing to attend our College, it always gives them opportunities to experience instruction which they would not have otherwise.

We have developed a specialized degree program which has been very well received in rural communities. It recognizes credit for experience, requires completion of the general education core, and a set of professional level management courses. Access to this degree enables a) rural businesses to hire more skilled employees, b) people who have delayed their education to continue it, c) employers to access relevant training for their employees and d) increased levels of visibility for education in the community.

Those who complete this program usually become community leaders, in some sense. As they progress in their own programs, they become stronger, more active advocates for increased educational opportunity for others. They continue as stauch supporters for expanded educational opportunity for all members of the community after receiving their degrees. They represent a valuable addition to community structure and take leadership in advocating increased resource allocation to education at all levels. Through this program, we realize a role as active agents in community development, which results in increased community support for schools.

Each summer we operate Kids Kollege, which is designed as an enrichment program for elementary and junior high school students. A full range of offerings including computer courses, drama, art, karate, nutrition, dance, etc. is provided for students. During the past two summers, students from rural areas have come to Lewiston to stay with friends or relatives while attending Kids Kollege. These students can pursue a variety of interests which often continues in their home schools (i.e., science projects) or in career explorations of a meaningful nature.

Several years ago we invited students in grades 2-8 from an entire school system to the campus for a day. We had arranged schedules of classes taught by faculty, volunteers and education majors. Students were able to select some classes to attend and were assigned to others. They experienced a variety of classes including astronomy, a simulation in blindness, animals of South America, intensive learning experiences about several countries, participation in a psychology experiment, cartooning, optical illusions, video production, computer graphics, linguistic analysis, and principles of robotics. When we visit student teachers in that district, students still stop our faculty members to remind them of "that day at the College" and how much they would like to do it again. Their teachers, who received a special day of inservice which they had co-designed with our faculty, jokingly (we think) remark that they want to go with their students when we repeat the experience. By commiting our resources to a small school district for one day, everyone was able to have a very meaningful educational experience which has obviously had continued impact.

Each year we have an International Conference on the campus. It focuses upon a specific country (e.g., The Peoples Republic of China) or a specific topic (Agricultural Trade, Pacific Rim Trade Networks). We make a special effort to offer teachers an inservice experience concerning the topic each year. Further, we invite students from rural districts to attend the sessions as they are able. We sometimes provide a set of parallel activities for junior high and upper elementary students, and we take our international guests to rural schools. Students in communities like Craigmont and Kendrick, Idaho, have had face to face contact with officials of the Peoples Republic of China, the U.S.S.R., Republic of Indonesia, Republic of Korea, and Japan as a result. Those officials have also had the opportunity to visit rural America--something they have not done even though they may have been in this country for as long as ten years.

When we gain access to unique resources for ourselves, we do our best to share them with rural districts, and to have our guests gain the unique perspectives offered by citizens of rural America. Everyone involved, including the College, experiences gains from that sharing.

We have attempted to establish three major cooperative efforts with and among rural schools which require levels of resources which have eluded us to date. First, we have attempted to establish library and media resource networks to serve small schools. This is an area where they face a continuing challenge that is increasing in its urgency with every passing day of the information age. Secondly, we have proposed mobile science labs which move from district to district to provide the environment required for quality instruction in chemistry, physics, earth science, and advanced biological science. Few small districts can afford to outfit and maintain science laboratory capabilities they really need. Cooperatively, they would be able to maintain the capability if the funds to acquire them could be obtained. Thirdly, we have attempted to establish collaborative efforts to serve special students (handicapped and gifted) in rural districts. A consultive capability for diagnosis and program development for special education and honors or quest programs for gifted students is needed. Single small districts cannot always afford the capabilities they need for these special students. Many have stretched their resources to the snapping point just to deliver the mandated course of study required for graduation.

Principles Which Promote Success

From these examples, the principles appear to be obvious and fairly simple. Those which have proven to be most productive for us are listed below. As the examples used have illustrated, identifying principles is only a first step. Building productive relationships requires that the College behave congruently with them. That is a very real challenge.

* To develop sustained relationships with schools, you must seek them out.

* Their needs must be perceived and understood from their perspectives.

* They must be actively listened to and heard.

* They must receive something which they think they need from the relationship.

* You must be willing and able to share the best of your resources with them even if sharing slightly limits your own access.

* It is more productive to respond to the needs to which they assign high priority before responding to needs which you perceive to be of highest priority.

* The interactive style and process must be characterized by collegiality and collaboration rather than an expert to novice perspective.

* Realize that they expect to solve their own problems in their ways and don't resent them for doing so.

* Be more interested in their meeting their self-expectations rather than your expectations of them.

* If they fail to take advantage of the fantastic opportunities you offer them, don't be disappointed. Quid pro quo relationships are unusual for schools; almost all their constituencies have historically expected to receive more than they have given and the opportunity for a truly collaborative relationship is suspect because of that history.

- Be proactive in nurturing the collaborative relationship. Once it is functioning, the benefits to be attained for everyone are more than worth the effort.

- Make your ongoing program and operations responsive to the challenge small schools face in the future. If collaboration always occurs on a special topics basis and your ongoing operations do not attend to the demands faced by your soul mates, your efforts will appear to be to be responsive tokenism. Expect what you are and what small schools are to be changed by your relationship. To expect and to realize otherwise is to invite failure.

oak harbor schools

Gene Medina, Marv Seeyle
Friday, October 11
11:15 - 12:15 p.m.

October 10, 1985

Principles of Effective Staff Development

During the past several years, we have been implementing a district-wide staff development program and applying many of the principles identified in staff development, organizational development, organizational change, program implementation, and adult education research. We have made a myriad of observations and, from these, identified principles which became key to our efforts. The listing below is random, not rank ordered by importance, and is meant as "thought stimultors" rather than facts. Each school and school district which explores the world of staff development must decide which factors are key to their efforts. As the Effective Schools literature indicates, we can describe an effective and ineffective school, but we do not know the specific steps for movig from one to the other. This is the challenge.

Effective Staff Development:

1. Flourishes best in a cooperative atmosphere which is based on openness and trust.

2. Recognizes that communication is essential. Schools and school districts must have communication networks to keep staff informed.

3. Understands the relationship between change and the time necessary for change. Immediate success provides time for long-term proactive planning.

4. Recognizes that being proactive as compared to reactive can reinforce effective staff development.

5. Recognizes that ambiquity is frustrating and attacks our sense of control yet it is an integral factor in effective staff development.

6. Recognizes that change is intrapersonally painful; it hurts to change our behavior.

7. Recognizes that flexibility is important to staff development. There is no right way. There are only guiding principles.

8. Fosters creativity and explores the unknown; this includes a willingness to take risks and trust your instincts.

9. Uses a mixture of time resources: released time (coverage by substitutes), extended contract time, early school dismissal, after school (2 hour clinics), evening seminars, and Saturday workshops.

10. Effective staff development should provide a menu of offerings which respond to both professional and personal needs.

11. Is designed, using models which elicit and stimulate ownership in the outcomes.

12. Recognizes that leadership is a learned experience which can be enhanced by opportunities to share these experiences via support groups.

13. Recognizes that principals must function as educational leaders; know clearly the distinction between leader and manager.

14. Recognizes that principals need not act as district curriculum committee team leaders, rather insure that the teams have an administrative perspective when problem solving.

15. Occurs best in a horizontal rather than line-management model.

16. Recognizes that teachers can be effective instructional leaders.

17. Recognizes that teachers and administrators must be viewed as educators fulfilling different roles yet having similar needs: (1) meaning in their professional lives; (2) independence to explore their instincts.

18. Recognizes that team leaders must receive training in group dynamics and leadership skills.

19. Recognizes that training must be experiential in nature and be offered over an extended time. Follow-up is essential.

20. Fosters internal support groups within an organization.

21. Recognizes that schools and school districts are communities which have complex cultures. These cultures must be understood to affect change.

22. Starts many fires and plants many seeds.

23. Stimulates a win-win environment.

24. Fosters individuals being responsible for their own behavior.

25. Builds on understanding of the stages of adult learning, stages of concern about an innovation, and levels of the use of new ideas. (Concerns-based Adoption Model)

26. Is sensitive to the concept that as participants change, the program must change.

27. Understands the degree of readiness for change in an organization is an essential component of effective staff development.

28. Follow models which have been adapted to meet local needs. A sample model is: Readiness, Planning, Training, Implementation, and Maintenance.

29. Operates in the spirit of "knowing it will work".

30. Uses internal human resources where possible. This provides reinforcement for the professionalism of staff.

Staff Development

OAK HARBOR SCHOOLS

1985-86

Oak Harbor School District No. 201
1250 Midway Boulevard
Oak Harbor, Washington 98277

Pat Hayden, Superintendent

Gene Medina, Assistant Superintendent

Marvin Seelye, Staff Development Coordinator

DISTRICT ENROLLMENT:

One High School (10-12)	1125
One Junior High School (8-9)	777
One Middle School (6-7)	713
Five Elementary Schools (K-5)	2459

Total Student Enrollment: 5074

Certificated Staff: 286
Classified Staff: 156

OBJECTIVES OF THE STAFF DEVELOPMENT PROGRAM:

- To support instructional programs and district program improvement.
- To support building-level program improvement.
- To support continued growth in professional and personal growth of district employees.
- To improve the instructional programs.
- To facilitate communication at all levels regarding staff development for program and individual growth.
- To provide training and coordinate the use of human resources.

HISTORY OF THE PROGRAM

In 1982 the Oak Harbor School District Administration began serious consideration of a structured and appropriately administered staff development program. The model described by Woods in the 1981 Yearbook of the Association for Supervision and Curriculum Development (ASCD) was studied as the basis for a program which could be adapted to Oak Harbor.

The restructuring of the District in the spring of 1982 sharpened the awareness of the need for staff development activities as the District adjusted to new grade level groupings. The two dynamics of staff development indentified where those activities which could affect the District as a whole and those activities which were more closely associated with programs at the building level.

The Oak Harbor School Board was apprised of the perceived need for formalized staff development and agreed to support the administration's recommendations, including the necessary allotment of resources.

It was determined that a staff leadership position would be a necessity if the District was to move from a "budget" for staff development to a formalized program. The District had been taking advantage of some in-service programs offered through the Educational Service District, but the need for a local program was evident.

The School Board authorized the hiring of a Staff Development Coordinator for the fall of 1983. A member of the district staff was selected for the position and began work with the Superintendent and Assistant Superintendent as a three-person leadership team.

PHILOSOPHY

Staff development is based on the premise that the most valuable resource within school systems is the people who are employed in the very direct process of educating children. Books, facilities, materials, organizational structure, and curriculum are all a distant second to people in the constant interaction with pupils. It is vital that educators and support people are made a focus for constant personal and professional growth. Staff development occurs best in a supportive, respectful, positive organizational climate having as its aim better learning for students and continuous, responsible self-renewal for educators, support personnel, and schools.

STAFF DEVELOPMENT DELIVERY...SIX MAJOR AREAS

The delivery of staff development is divided into six major areas. These logical breaks were produced in the distillation process of forming a model which fits District needs.

Classified staff development

Group presentations within the District for transportation, secretarial, aide, and custodial staff.
Example: A clinic on stripping and waxing vinyl and wood floors.

Individual personal staff development

Group presentations within the District for the entire work force under the broad umbrella of a wellness program, encompassing offerings from aerobics and river rafting to stress reduction, calligraphy, money management, and mutual support groups.

Example: A six-hour awareness class in the art of "Calligraphy: The Chancery Cursive Alphabet"

Individual professional staff development

This includes individual professional growth through specialized training for all classifications of employees, designed to enhance and upgrade employee skills. In its broadest sense, this area covers workshops, clinics, evening seminars, conferences, sabbatical leaves, district-sponsored mini grants, observations, visitations, and individualized tutoring.

Example: "Sexual Abuse Workshop for Counselors"

Building-level staff development

Each worksite, with the assistance of the Staff Development Coordinator, designs training unique to each site, which best fits the needs of program and personnel.

Example: "Reading and Writing Across the Curriculum", an awareness presentation to subject area teachers, grades 8-12.

Administrator staff development

Both individual and group plans are formed yearly through combinations of needs assessments, personal goal setting, and evaluation procedures.

Example: "Project Leadership", a three year training in leadership skills for administrators.

Staff development in support of curriculum and instruction

Nineteen separate curricular committees work under the overall direction of the Assistant Superintendent, in a coordinated and unified effort toward designing, building, and maintaining the K-12 program of instruction. Special programs have been included with the regular program areas to form an integrated and wholistic approach to curriculum and instruction. Area needs assessments are conducted and recommendations are made for staff development. Selected individuals from these committees frequently act as trainers in the delivery of new materials and program support. Facilitators of the 19 curricular committees are provided extensive leadership training and leadership support groups are fostered. Most college credit courses taught in the District emanate from needs expressed in this area. Courses are tailored to fit collective individual needs with no cost audit or upper-division, reduced cost college credit available. The instructors are people most qualified to fit the particular need; we have had people from area universities, our Educational Service District, out-of-state and in-district instructors. College credit option courses are balanced with release time training and curriculum clinics in a variety of methods and specialty areas.

Example: "Developing Inquiry in the Classroom", a thirty-hour training in the inquiry process.

It is an established practice to provide in-service and follow-up training as part of the implementation of new programs. Awareness presentations are frequent, professional, and tailored to specific expressed needs. Examples include a strong emphasis on reading and writing across the curriculum, global awareness seminars, mathematics in the elementary (K-5) curriculum, and computer awareness sessions.

STAFF DEVELOPMENT ADVISORY COMMITTEE

An advisory committee was formed at the outset of the establishment of the staff development program. Membership is composed of representatives from each work site in the District. Members are selected from each of the eight school sites plus the following areas: special education, secretarial and bookkeeping, aides, maintenance and grounds, administration, and transportation. One school membership chair is chosen by the local education association.

The Staff Development Advisory Committee serves as a primary communication link and liaison within the District, both receiving and dispensing information and constantly monitoring the climate in the District. This group has been instrumental in four all-district needs assessments in the past two years, touching professional development, personal development, computer, and wellness needs.

STAFF DEVELOPMENT COORDINATOR

OAK HARBOR SCHOOLS

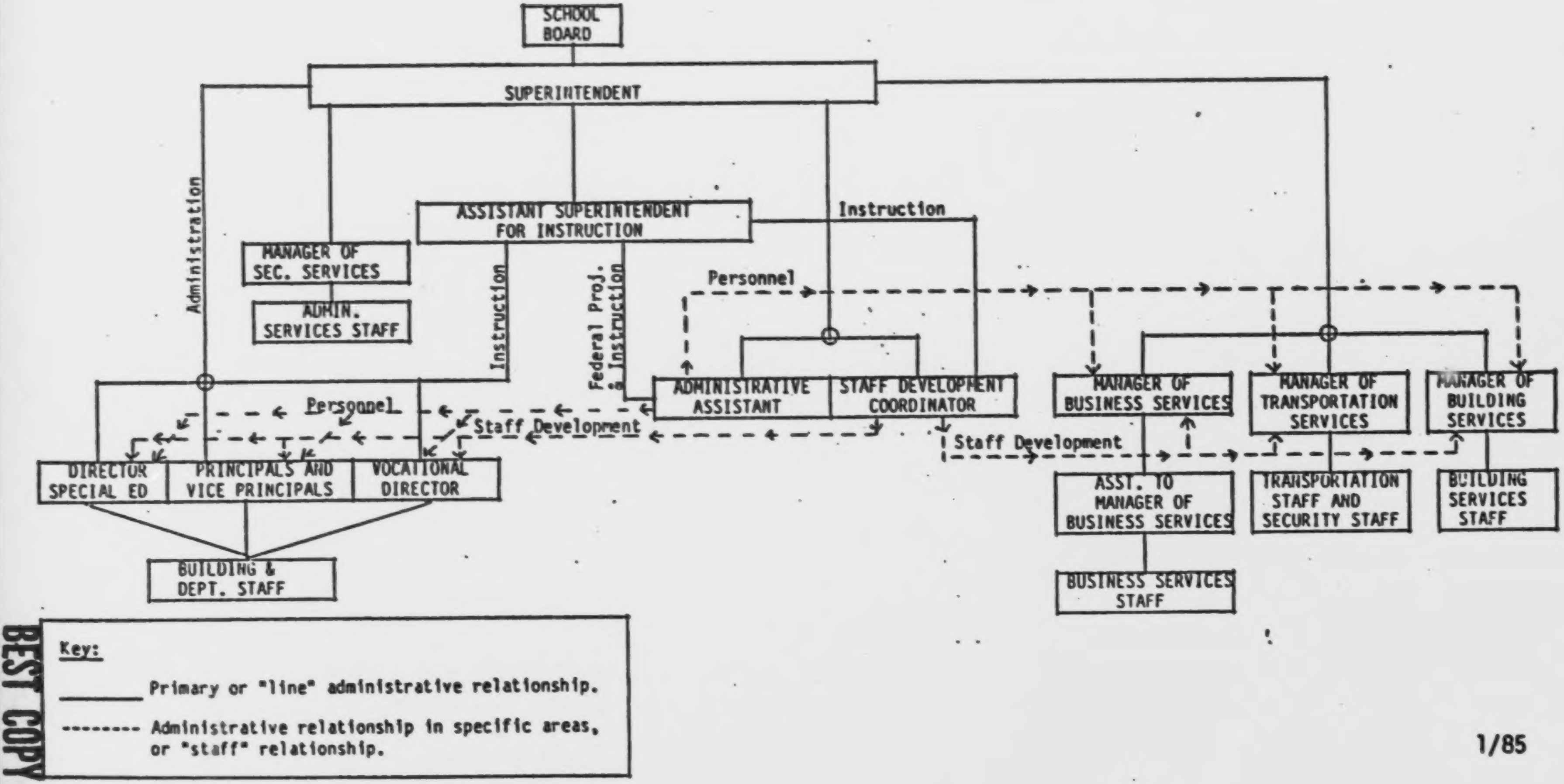
Specific Duties and Responsibilities:

The Coordinator of Staff Development will:

1. Develop and carry out continuing procedures for the design, implementation and evaluation of the district's staff development program which provides for reasonable involvement of administrators and personnel who will ultimately be undergoing the training.
2. Work closely with building administrators in the identification of building level needs and in the design, implementation and evaluation of building level staff development programs.
3. Keep abreast of the "state of the art", (knowledge, techniques and systems) in staff development.
4. Design and carry out systems and procedures for the identification of staff development needs.
5. Develop a written set of staff development goals.
6. Identify program and practice options for meeting staff development goals.
7. Develop specific staff development objectives.
8. Identify and select resources for staff development activities.
9. Develop specific plans for in-service activities.
10. Coordinate/manage the ongoing staff development training programs.
11. Design and carry out an evaluation plan for assessing the effectiveness of the staff development activities.
12. Act as a resource to other administrators and staff in facilitating "on-the-job" implementation of what has been learned in the training stage, and in providing follow-up assistance to staff and administrators.
13. Provide information to staff and administrators to keep them up to date with regard to the district's staff development program.
14. Carry out such other duties as directed by the superintendent.

ORGANIZATIONAL CHART

District Administrative Relationships, Oak Harbor Schools


SCHOOL BOARD
SUPERINTENDENT
Administration
ASSISTANT SUPERINTENDENT FOR INSTRUCTION
Instruction
MANAGER OF SEC. SERVICES
ADMIN. SERVICES STAFF
Instruction
Federal Proj. & Instruction
Personnel
ADMINISTRATIVE ASSISTANT
STAFF DEVELOPMENT COORDINATOR
Personnel
Staff Development
Staff Development
DIRECTOR SPECIAL ED
PRINCIPALS AND VICE PRINCIPALS
VOCATIONAL DIRECTOR
BUILDING & DEPT. STAFF
MANAGER OF BUSINESS SERVICES
MANAGER OF TRANSPORTATION SERVICES
MANAGER OF BUILDING SERVICES
ASST. TO MANAGER OF BUSINESS SERVICES
TRANSPORTATION STAFF AND SECURITY STAFF
BUILDING SERVICES STAFF
BUSINESS SERVICES STAFF
Key:
________ Primary or "line" administrative relationship.
-------- Administrative relationship in specific areas, or "staff" relationship.

1/85

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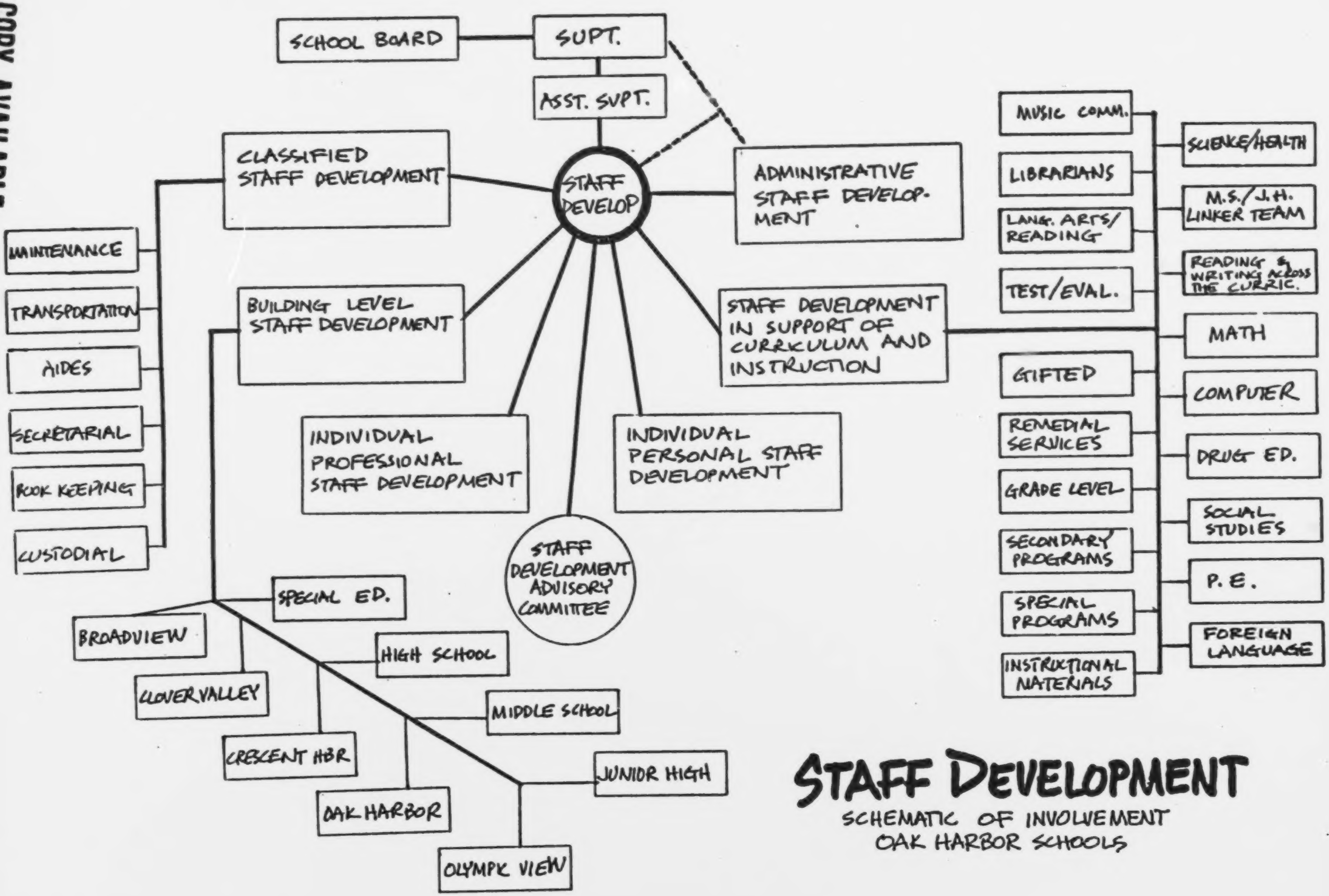
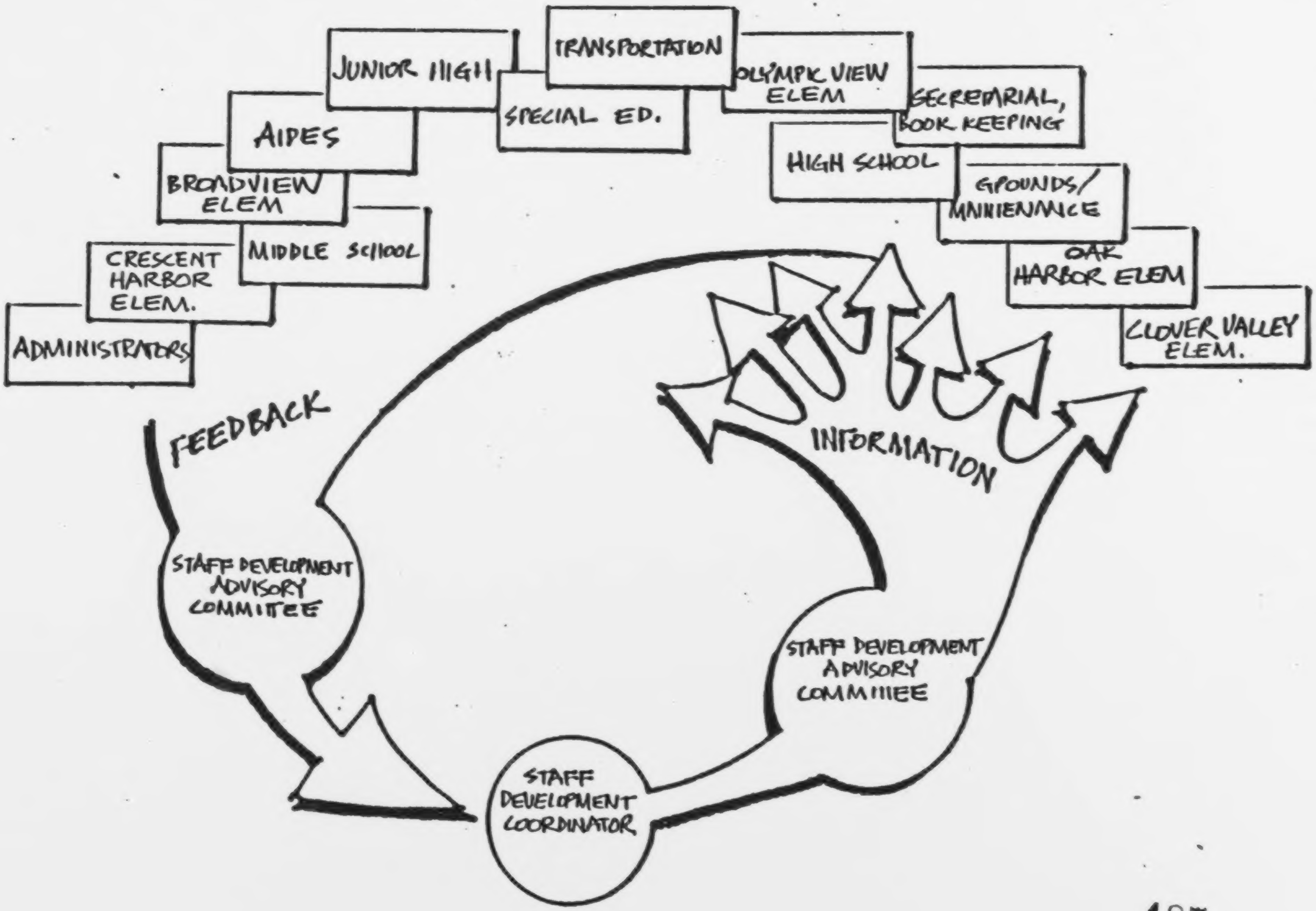

SCHOOL BOARD
SUPT.
ASST. SUPT.
STAFF DEVELOP
CLASSIFIED STAFF DEVELOPMENT
MAINTENANCE
TRANSPORTATION
AIDES
SECRETARIAL
BOOK KEEPING
CUSTODIAL
ADMINISTRATIVE STAFF DEVELOPMENT
BUILDING LEVEL STAFF DEVELOPMENT
SPECIAL ED.
BROADVIEW
CLOVER VALLEY
HIGH SCHOOL
CRESCENT HBR
MIDDLE SCHOOL
OAK HARBOR
JUNIOR HIGH
OLYMPIC VIEW
INDIVIDUAL PROFESSIONAL STAFF DEVELOPMENT
STAFF DEVELOPMENT ADVISORY COMMITTEE
INDIVIDUAL PERSONAL STAFF DEVELOPMENT
STAFF DEVELOPMENT IN SUPPORT OF CURRICULUM AND INSTRUCTION
MUSIC COMM.
LIBRARIANS
LANG. ARTS/ READING
TEST/EVAL.
GIFTED
REMEDIAL SERVICES
GRADE LEVEL
SECONDARY PROGRAMS
SPECIAL PROGRAMS
INSTRUCTIONAL MATERIALS
SCIENCE/HEALTH
M.S./J.H. LINKER TEAM
READING & WRITING ACROSS THE CURRIC.
MATH
COMPUTER
DRUG ED.
SOCIAL STUDIES
P. E.
FOREIGN LANGUAGE

STAFF DEVELOPMENT

SCHEMATIC OF INVOLVEMENT
OAK HARBOR SCHOOLS


ADMINISTRATORS
CRESCENT HARBOR ELEM.
MIDDLE SCHOOL
BROADVIEW ELEM
AIDES
JUNIOR HIGH
SPECIAL ED.
TRANSPORTATION
OLYMPIC VIEW ELEM
SECRETARIAL, BOOK KEEPING
HIGH SCHOOL
GROUNDS/ MAINTENANCE
OAK HARBOR ELEM
CLOVER VALLEY ELEM.
FEEDBACK
INFORMATION
STAFF DEVELOPMENT ADVISORY COMMITEE
STAFF DEVELOPMENT ADVISORY COMMITEE
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David Hagstrom
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Friday, October 11
11:15 - 12:15 p.m.

Schools to Match the Spirit of a Frontier People; An Essay about Schooling in Rural Alaska

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Comments welcome.

Schools to Match the Spirit of a Frontier People

An Essay about Schooling in Rural Alaska

by David Hagstrom

Years ago, as a graduate student at Harvard University, I became enthralled with the Turner Thesis, an investigation of the "American frontier." Now twenty-five years later, I find myself examining, once again, the concept of frontier—this time from Alaska and this time among and with people whose lives exemplify a frontier way of life remarkably similar to earlier American lifestyles. I work in Alaska, perhaps America's last frontier, with persons who serve as principals in the state's isolated village schools. I spend my time with "bush administrators," those men and women whose daily lives exemplify individualism, ingenuity and a determined spiritedness that is the essential nature of frontier, even today. This paper explores the often quiet, not often examined, personal mystique of some school leaders in rural Alaska and suggests that their work is worthy of attention from school people everywhere.

Much of the principal's life in rural Alaska is similar to that of administrator's everywhere. The pressures are similar, approaches are the same and the everyday tasks are not unlike those of school leaders all across America. Competency testing is an issue in rural Alaska, as it is elsewhere. Finding one's place in the middle of a school district's bureaucracy is a constant concern here. Clinical teaching, clinical supervision and writing consortia projects are just as much in vogue in Alaska as they are every place else. Madeline Hunter, Tom McGreal and Bruce Joyce are household words in the bush educator's world just as they are in the world of an urban principal on the East Coast. As has often been said about American education, it seems to be everywhere the same! Schooling in Alaska is remarkably like schooling elsewhere.

What's categorically different here, and what significantly shapes the daily lives of principals in rural Alaska, comes in the form of geographic obstacles, ingenuity challenges and individual attitudes about the value of a multi-cultural society. Alaska is a vast land. Some school districts are as large as the state of Kansas. Principals may have to travel two hours by small airplane to reach the central office. It is a matter of fact that principals may be required to repair school plant equipment on a regular basis, see to the physical and emotional health needs of an entire community and make do with teaching resources available in the remote site location. And, Alaska is a multi-cultural land peopled with amazingly different groups of men and women. Rural principals here are engaged in the task of assuring that schooling makes sense amid that diversity.

While tales related to the harsh weather conditions, the geographic distances between school sites, and the ingenuity and bravery required for mere survival make interesting reading, such stories are not the essence of current and significant schooling accomplishments in rural Alaska. Nor do such narratives portray an accurate representation of the bush principal's role. Yes, it is true that principals often spend inordinate amounts of time fussing over broken generators, frozen pipes and delayed airplanes, but those tasks and involvements are mere annoyances and are not the significant focus of their work effort. The truth of the matter is that rural Alaskan districts may well be on the way to becoming extraordinary models of educational excellence for the nation at large. And, of course, it is the bush principal who is directing the efforts. There is a quiet revolution occurring in rural Alaskan schools that should be seen and thoughtfully examined by educators everywhere.

This quiet revolution, and growing quality of performance, within the rural schools here is made possible because of three interrelated conditions:

1. The numbers of students within each bush school are few. This makes possible a personal education.
2. The local school settings are often culturally different from those of the educators employed there. This encourages the personal growth of teachers and principals and discourages stagnation and complacency within school staffs.
3. Professional work in sparsely populated settings like these is so satisfying because everything seems possible. There is a feeling that all things can be accomplished. Small schools in Alaska are very positive places!

Alaska is a land of many Native peoples. Alaska's Eskimos, Aleuts and Indians live in more than 220 Native villages across an immense geographic expanse. The land's distinct language and ethnic communities include Inupiat, Athabascan, Yup'ik, Koniag, Chugach, Eyak, Tlingit, Haida and Tsimshian peoples. Our bush principals live and work within these cross-cultural settings. It is within this diversity that schooling must succeed.

A school is typically considered small and rural in Alaska if it is outside one of the major population centers and is a part of a community of less than 500 persons. There are some 300 schools in Alaska fitting that definition. Often such schools serve fewer than 100 students and employ less than 10 teachers. The "Village High School Study," just completed here, examined the educational programs of, and the community opinions about, the 162 small high schools across Alaska serving fewer than 100 students each. A representative small school in Alaska is the Russian Mission School. Russian

Mission is a Yup'ik Eskimo village in the southwest part of the state some 400 miles from Anchorage. The student population is 77 and there are 7 teachers and a principal.

Pat Evenson-Brady has been until recently the principal of Russian Mission School, a school that exemplifies all of these conditions just described. She writes about her work using these words: "Our multigrade classrooms may have students in two, three or four grade levels, but the sheer numbers are still really in our favor. These small class sizes make possible individualized tutorial approaches to instruction which are seldom possible in more crowded schools and classrooms. Also, rural education is personal education. Because many of the amenities of urban life aren't available to distract us, personal interactions among students, school staff and the school's community can operate to enhance learning in the best traditions of humanistic education. In and out of schools, teachers and students constantly explore the richest and best source of entertainment and enrichment—each other."

At Russian Mission School, as well as many other rural Alaskan schools, education is highly personal, rooted in human interaction. Education is a social act. Sometimes schooling can be, too. The results are satisfying as this principal describes: "Our work is so satisfying!" she writes. "When all of your professional attention revolves around 20 high school students, instead of 120 or 1220, the quality of your involvement changes dramatically. We see the first tentative turning toward positive behavior, or a love of poetry, or a gift for leadership, which we might miss in the numbers game in larger schools. We can reinforce and nurture those responses personally." Teachers benefit as well from personal attention. "We principals can see the beginning teacher whom we've coached really click with a new instructional technique that we modeled when we taught the class." She continues, "We're fortunate; most rural principals typically supervise fewer than twenty teachers and have the luxury of giving direct instruction to teachers, too."

Bush administrators deeply realize their influence and this is perhaps their greatest satisfaction. Pat concludes, "We know that we do make a difference for students because school is such a big part of the lives of our rural students. Just as our students may have more positive self concepts than their city cousins because they have a real, useful position in their families and villages, so we as educators can feel good about ourselves because of the significant roles we play in the lives of our villages and schools" (emphasis added). Their significant roles are focused by meaningful personal relationships with students, staff and community persons.

Perhaps the most important factor contributing to the increased sense of well being and to the impending success and specialness of rural schools is optimism itself. Pat Evenson-Brady writes, "It is possible to do many things quickly in rural Alaska. The wheels of our bureaucracies are smaller and often turn faster than they might in larger places. Want to see how mastery learning works? Have at it! Always hankered to see if peer counseling could function in an alcohol prevention program? Go ahead — design the program! Almost anything that a teacher can sell to a principal and Advisory School Board can be implemented, at least locally, within a short time."

Alaska's village schools are not without problems and the principals do have concerns and difficulties. There is a severe alcoholism problem in many of the state's rural communities; that disease severely effects life within the school community. It's hard to focus on pure schooling issues when your potential community support is debilitated and distraught. Also, the absence of a viable economic base in most rural communities here elevates day to day survival issues to a level of importance far beyond that given to education in many villages. And, it is a matter of record that students in the rural areas score lower on the achievement tests, a matter of constant discussion among state school board members. These and many other difficulties and concerns stand between the principal's wishes and wills and the school's efforts and accomplishments.

However, the growing success and strong performance accomplishments of the rural schools over the past five years are solid indicators that principals and teachers have figured out ways to "live with," and even surmount, the difficulties and problems. More rural students are graduating from high school. More of the students go on to some form of post-secondary education. And, there are currently fewer high school dropouts than there are in the urban areas of Alaska. Most rural school leaders have their own particular success story to tell, and these stories speak to the continuing improvement of schooling in rural Alaska.

Russ Johnston, now a principal in Tok, Alaska, relates this story about a time when he was principal at Mentasta Lake: "I always read a story to students between 12:00 and 12:30 everyday. I used that story telling to expose the students to literature and I used it to give the students a chance to daydream..... I was reading out loud to the students when a three year old girl.... came into the school shortly after lunch. She walked around the corner and stood beside my desk and looked up at me with big brown eyes. I picked up the little girl and set her on my lap and continued reading. The students gathered there in that room gave smiles and nods of approval. After the story, the little girl went home. Every day at 12:00 the little girl walked into the school, sat on my lap and enjoyed the world of learning. Before that little person completed the 1st grade she finished 2nd grade math with an average grade of 82%, finished 1st grade reading at the 90% level. She was an example of our working philosophy in that school — You are welcome, come on in and learn...you can do it."

This rather down home story illustrates the notion that rural schooling is more personal and contains the core of the reason why Alaskan educators from across the state are developing more respect for rural schools. While our city principals still laugh at the wonderfully funny Bush Gothie tales of "Paul Bunyan-Abe Lincoln type educator heroics," they and all Alaskans are now strongly aware of the improvements in rural schooling here. Caring and effective teaching are combined in our rural schools. There is a movement present on this last frontier for rural educational excellence. We all sense the changes. Perhaps rural principals feel the sweep of the movement best. At a recent conference of administrators from the village schools, these words mysteriously appeared at the front of the room at the end of the meeting: "People, we're good! Let's spread the word! Bush is our location, not our league." That's the true spirit of rural schooling in Alaska. It is a spirit of caring, confidence and success. "We're good," say the people on this new frontier, "and our schools will match our spirit."

Principals' Center Proposed for Alaska

PURPOSE

A proposal to establish a series of programs, and perhaps an Academy or Center, for persons with leadership responsibilities in rural Alaska is being reviewed by principals, central office personnel and others interested in the improvement of schooling in Alaska. Although the idea is in the earliest "possibility" stage, there appears to be considerable interest in the proposal among rural educators working with children and parents in the many small schools of the 49th State.

RATIONALE

The vastness of Alaska, and the geographic isolation of its peoples, provides a challenge for educators. For example, there are 161 small high schools enrolling fewer than 100 students, each spread across an expanse of land more than twice the size of Texas. Each of those schools has a principal (or principal-teacher). Each of the schools is affiliated with a school district. However, the school district may be as large as the state of Kansas or as small as one school.

How do the principals of those geographically isolated schools establish and maintain good school programs? How do they find out about current practices that might assist the teachers in those schools? How do they maintain contact with one another so that good practices are shared and so that personal and professional difficulties arising from such geographic isolation might be minimized? The notion of a Principals' Center for rural educators in Alaska was born in the midst of the search for answers to these questions.

AFFILIATION WITH SMALL SCHOOLS CONFERENCE

If a Principals' Center is established within the State, it will probably be affiliated with the Small Schools Conference, an annual meeting well-attended by adminstrators of small schools. This highly successful venture, held once a year in the State's largest city, Anchorage, attracts 300 teachers and principals and involves them in a form of professional sharing that is enriching and stimulating. Many advocates of a Principals' Center for Alaska suggest that the Small Schools Conference be its base and beginning point.

POSSIBLE AGENDA

An activity agenda for the proposed Center might include: skill building for principals (instructional leadership and community relations), a principals' exchange, professional growth programs (i.e., University of Alaska degrees), placement services and welfare discussions (salaries/benefits). Principals from across Alaska are encouraged to suggest needs that could be met within the framework of a Principals' Center.

FURTHER INFORMATION

Persons wishing further information about the status of Alaska's Principals' Center should write to David Hagstrom, University of Alaska, Department of Education, College of Human and Rural Development, Fairbanks, Alaska 99701. Telephone: (907) 474-6642.

Dr. R. Gall
Friday, Oct. 11
11:15 - 12:15 PM

PROPOSAL

1985 NATIONAL RURAL SPECIAL EDUCATION CONFERENCE

R.S.GALL,Ph.D.

TITLE:
The Rural Special Education Outreach Project of the University of Lethbridge:a critical analysis and report of major developments

PURPOSE:
The University of Lethbridge (Alberta,Canada)has been granted a three year extension to the Rural Special Education Outreach Project(RSEOP) after completion of a three year pilot phase originated in 1982 by the author
This presentastion will outline the primary acomplishments of the project in the past phase, and new directions, based on an assessment of original program successes and failures.
Special attention will be given to the details of the Microcomputer facet of the RSEOP, and in that, the development of an electronic bulletin board affectionately called the Prairie Post by its' users.Advantages and disadvantages of the process of microcomputer-based telecommunications sytems will be presented.
Should equipment permit, a live example of the Prairie Post access and user routines will be demonstrated.

OBJECTIVES:
-audience critique of the factors that facilitate and inhibit effective Rural project implementation.
-analysis of unique Canadian factors in rural education environments
-analysis of the practical applications of microcomputer-based bulletin boards, including hardware and software combinations and their proper selection
-demonstration of an effective electronic bulletin board system serving rural educational communities

RURAL FOCUS:
The RSEOP was Canada's first project to address traditional in-service training and microcomputer utilization, and led to the development of a bulletin board system that has been applied in a major project serving native populations and in urban/rural mix areas such as the San Francisco Bay area.

PRACTICAL IMPLICATIONS:
The entire history of the RSEOP is of interest to members of the audience intending to implement, or having implemented,rural projects. It is unique to the extent that it will allow a presentation of the similiarities and differences in Canadian and American rural environments.

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The section devoted to the Prairie Post will have direct practical utility, as participants will become aware of the specific components of effective bulletin board sytems and may well be encouraged to develop their own systems, if the author's experiences in San Francisco,Minneapolis and The Johns Hopkins University are repeated.

SOURCE:
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Friday, October 11
11:15 - 12:15 p.m.

EARLY FIELD EXPERIENCE

A RECIPE FOR RURAL TEACHER RETENTION

by

Richard L. Williams

William K. Cross

University of Victoria

Thomas Gougeon

Queen Charlotte Islands School District

British Columbia

Canada

Presented at the National Rural Conference

Bellingham, Washington

October 9-12, 1985

EARLY FIELD EXPERIENCE

A RECIPE FOR RURAL TEACHER RETENTION

Abstract

The retention rate for rural teachers has historically been low, often two or more teachers per school each year in some areas. The recent surplus of teachers has relieved this problem somewhat, but the predicted shortage of teachers will certainly aggravate this problem.

In an attempt to gain insight into the reasons for poor retention of rural teachers, a survey of rural teachers was conducted in 1980 in the province of British Columbia. The results of this and other studies were used to develop a program for training rural teachers at a rural campus in the interior of the province.

The program included an early field experience (EFE) in which students became familiar with the demographics, power structure dynamics, resources and sociological factors which affect the rural teacher within the community. Students were required to live within the rural community while gathering data for the EFE course. The data were used in the course to help students become familiar with the issues and expectations faced by teachers when employed in a rural community.

Experience of graduates of the program indicate a high level of success in both obtaining employment and in realizing job satisfaction. Even graduates employed in urban schools indicate satisfaction with the EFE and its effect on their teaching.

Due to restraint, the program is no longer operating in B.C., though there is hope that it may be reconsidered for funding in the future. Through the description of the research and EFE program, it is hoped others may benefit from what has been learned about rural teacher retention and one experiment to reverse historical trends.

EARLY FIELD EXPERIENCE

A RECIPE FOR RURAL TEACHER RETENTION

Prologue

Any recipe or prescription is preceded by an examination of ingredients or by a diagnosis. The entrenchment of an Early Field Experience within the two years of explicit training for rural teachers conducted by the University of Victoria was based on considerable research into the skills and characteristics needed by country school teachers. The Early Field Experience was designed to initiate the socialization of the teacher-in-training into rural living, but this socialization was to be by design, not change. The design imposed a regime of observation, analysis, preparation and action that was carefully monitored by university staff to ensure academic credibility. The focuses of the Early Field Experience were rooted in the base study completed in 1980 which considered literature from a wide range of countries as well as within Canada, it considered the few University programs dealing with the preparation of rural teachers, and it compiled data from questionnaires sent to rural teachers, administrators, and trustees within B.C. Perhaps most importantly, the study established a definition of "Rural" applicable to the Canadian educational scene.

RURAL ELEMENTARY - an elementary school in B.C. which has 5 or fewer classrooms and 100 or fewer pupils. It is located at least 30 miles from any community of 15,000 or more people.

RURAL SECONDARY - a B.C. secondary school with 200 or fewer pupils and located at least 30 miles from any community of 15,000 or more people.

Of great use in making the decision for the inclusion of an Early Field Experience and in selecting the various focal points for that experience was data gathered from rural teachers and principals.

EFE
Early Field Experience - A Recipe for Rural Teacher Retention

Development and Implementation

The recent surplus of teachers in some regions of Canada has been of some advantage for rural schools. With teacher mobility reduced, rural communities have been more successful in retaining teachers. This retention has helped increase the general continuity of the rural school educational program, and helped to rebuild community confidence in schools. Because teachers at present expect to remain in the rural setting for a period of time, roots are established and teachers have time to become acclimated to the community and physical resources of the rural region. These factors are generally a positive influence on the rural school and community.

But "better"times are upon us. Experts predict and statistical trends support the impending teacher shortage which is likely to return the rural school system to its more familiar situation; a situation wherein staffing consists of new teachers or unsuccessful teachers who await openings in the larger centres or who last only until "cabin fever" strikes. The teacher often simply rejects the rural charge and leaves behind a classroom of bewildered children and a community sense of betrayal, distrust for education and for the profession of teaching.

Recent data from Alaska (Grubis, 1982) confirm that in that state, the problem has never abated, and that rural communities often expect two or three different teachers each year to succumb to the pressures of rural teaching and living. In a survey of rural teachers in British Columbia, Bandy and Gleadow (1980) found the reasons that most teachers left rural teaching positions was not because of the teaching situation, but usually because of sociological reasons. In reviewing these data, it became apparent that, if rural teachers were going to be retained over time, they would either need to be screened carefully or educated to the nature of rural living and teaching.

One of the results of the British Columbia study was that persons with extensive rural living experience were more at home in rural teaching. This is not surprising, but the participation rate of rural students in post-secondary schooling is less than one third of the urban participation rate, and the potential success in recruiting rural students to teaching was not seen to be a viable solution to the problem. Many rural students in Canada come from ethnic or religious minority groups who do not yet have commitment to the value of higher education. Some attempts are being made to change this situation through special rural student entrance scholarships and bursaries, but the needs in the rural schools are much greater than these programs can meet.

Could non-rural students be educated and trained to meet the needs of the rural communities? What knowledge, background, skills and attitudes might be necessary for successful rural teaching and even more important, for successful rural living? Could rural teacher education take the city out of the prospective teacher? Should it? These and other questions formed the background of the planning to provide special training for rural teachers. This special program was to be located in a small town near to a number of rural schools. The campus, though small, was well equipped and staffed by a group of faculty dedicated to rural education. A key element in the program was Early Field Experience (EFE).

Entry into the rural education program was limited to students with at least two years of relevant coursework or a degree with appropriate prerequisites. The program is two years in duration beyond these basics with the EFE in the first or pre-professional year. An additional year is needed for degree completion.

In planning the early field experience program (EFE), consideration was given to the unique programs and challenges faced by teachers in rural settings. For Canada, these are:

1. A sense of loneliness and isolation.
2. The necessity to interact with minority cultures.
3. Developing a close liaison between school and community.
4. Adjustment to inclement weather conditions and related problems such as transportation.
5. Developing versatility and resourcefulness across the entire curriculum.
6. Lack of regular peer contact.
7. Inadequate or slow resource services.
8. Lack of support in dealing with special needs children.
9. A need for counselling skills (at adult level as well as child counselling).
10. Inappropriate curricular materials.
11. Lack of personal privacy.
12. Multi-grade teaching strategies.
13. A total supervision load with relief.
14. Uncertainty of assignment due to possible school closures under severe restraint.

Despite what may seem to be extraordinary obstacles, there is a quality of life experienced by rural people and rural teachers that cannot be found in an urban or suburban setting. This fact is seen most strongly in the Bandy and Gleadow study (1980) where the response "Rural Living and Community Involvement" was seen as both the highest positive and highest negative reason for either satisfaction or dissatisfaction with rural teaching.

Table 1 shows the factors which teachers give for leaving British Columbia rural schools. Note that the main reasons, getting another offer, does not really probe the real reason teachers sought the new position in the first place.

Table 1

Factors Which Make Teachers Leave

Factor	Mean N = 69	Rank Order
1. Salary not high enough	0.26	
2. Housing	0.77	
3. Isolation	1.50	2
4. Lack of access to shopping	1.36	3
5. Equipment and supply problems	.93	
6. Too heavy a work load	1.14	5
7. Teaching multigrade classes	90	
8. Not enough support from district	.96	
9. Received teaching offer elsewhere	1.55	1
10. Frustration with students	.75	
11. Weather	.65	
12. Lack of privacy	.89	
13. School closing	.19	
14. Not enough community support	1.16	4

In searching for the characteristics which mark a successful rural teacher in British Columbia, teachers in the Bandy and Gleadow survey indicated the traits that are indicated in Table 2.

Table 2

Personal Characteristics essential for B.C. Rural Teachers as perceived by teachers during interviews.

	Rank Order
Adaptable, sense of humor	1
Tact, diplomacy	2
Community involvement	3
Rurally oriented, likes isolation comes from rural area	4
Self-reliant, resourceful	5
* Other: Multi-talented Married, not single Organized Experienced teacher Able to handle discipline	4

School Board members ranked the following traits in order of importance in their search for rural teachers. (Table 3).

Table 3

Personal Characteristics Essential for B.C.
Rural Teachers as Perceived by NIB Trustees

Group Rankings N = 27	Frequency
1. Flexible, adaptable	11
2. Rurally oriented (love of nature and outdoors)	10
3. Good interpersonal and communication skills	10
4. Emotionally mature, independent, self-reliant, confident	9
5. Community minded	8
6. Knowledgeable with wide interests and skills	6
7. Imaginative, innovative, creative	6
8. High moral standards	6
9. Patient, tolerant, open-minded	5
10. Competent, qualified teacher	5
11. Organized (leadership)	4
12. Resourceful	4
OTHER:	
Empathetic, happy, warm, caring person	4
Dedicated, reliable	3
Accepting community values	2
Sense of humor	1
Healthy	1
Spouse likes area	1

Using these and other data from Australia and the United States, the Faculty at the Rural Education Campus designed and implemented the early field experience in an attempt to build a "Rural Readiness" into the teacher.

Education Program

A brief description of the program is attached as an appendix to this paper.

Epilogue

The program, after 3 successful years is currently in abeyance awaiting a new site and renewed funding. While underway the program had undergone careful scrutiny. A symposium held in June of 1983 produced a summary report that from practice was able to confirm many of the original concerns about a rural teacher's needs and at the same time confirm many of the intents of the Early Field Experience as essential to the appropriate training of a rural teacher. From the summary of discussions held at the symposium the following was reported:

> "The program should provide actual 'external' experiences. Student teachers should have experience with the climate as it affects rural communities. Winter conditions or rain forest conditions have impact upon busing schedules, the actual delivery of curriculum, free play time for students and even the overall educational climate of the school.
>
> Remoteness of the school effects the ease of communication with the community, the school district and the world at large. Telephones are often radio telephones. The open air channels provide a lack of privacy during conversations. Postal service is not scheduled daily, and the community is often spread out over hundreds of square miles. Thus teachers may have difficulty contacting parents of students or even support personnel in the school district system. Communication with the outside world is also sporadic. Postal service, radio stations and television networks are stretched to their limits because of the vast distances involved. Thus news and entertainment features are often reduced to a minimum.
>
> Sparsity of resources is another factor of the external category. Student teachers should experience this in order to understand that to obtain lesson aids or other classroom resources one must order well in advance, and this requires planning. As well, they must experience the impact of being on their own, for few support personnel are available. Community resources are precious, because there are so few, and even then, they are often far away. Manufacturing or service companies are scarce, more so than resource companies. Thus a social studies unit, for example, might be developed around the availability of community resources.
>
> The internal category includes three issues. The first, personal privacy, is one that student teachers should experience. The lack of personal privacy results most often because of the high profile the community grants the rural teacher. The community often sees the teacher, while not a true member of the community, as a resource for the community to use. Thus many implications may arise because of this fact.

> The second category, 'no relief in sight', is frequently not considered. Rural teachers are often alone. Thus school operations depend upon the rural teacher and supervision of students begin the moment the first child arrives and ends when the last child leaves. Student teachers should experience what it means when there is no relief in extra duties.
>
> The third and last, job security, is another issue. The Rural Studies Program should provide student teachers with the experience of how vulnerable a small rural school is to closure during budget time. Rural teachers are aware of enrolment limits and of the fragile arrangement in which the school exists. The impact of this issue is pervasive, for each year the teacher exhibits behaviours which help cope with the situation. These behaviours affect all aspects of the job."

Summary of Symposium of Rural Education.
Unpublished proceedings, the Faculty of
Education, David Thompson University
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The University continues to monitor the literature, especially of the western U.S.A., and Australia and New Zealand for studies and data recording the condition and conditions of rural education and attempts to provide adequate professional training for teachers in these sites. We would especially recommend to you the studies currently underway in Western Queensland by Professor David McSwan of James Cook University, Townsville, Queensland, where a state supported study was begun by February of 1985 into the preparation of teachers for rural and isolated communities. Among much of the data from U.S. and Australian sources we find confirmation of our own findings and reassurances that the problem has dissapated only slightly. Indeed there are indications that the negative issues of rural education are being exacerbated by declining enrolments and difficult financial times.

We remain steadfast in our belief that more adequate teacher training is a necessity and that a realistic, rigorous, demanding early field experience is an integral part of the adequacy of such training.

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Appendix

Early Field Experience Course

The following is a brief description of the contents of the Early Field Experience as it was presented to student teachers.

Course Outline

I. Historical Background of Rural Schools over the past 60 years.

The development of legislation on education, of school district consolidation, and individual school consolidation is traced from an era when over 80% of Canadian schools were one room schools to the present. Societal changes are mirrored against this development.

II. Analysis of Grounded Theory Technique.

Oliver and Strauss' The Discovery of Grounded Theory is used with a comparative methodology to interpret field notes and observations as a preparation for field work in rural regions.

III. Rural Community: A Survey of Concepts.

Carlson's Rural Society and Environment in America is a basis for examining the meanings of the term "rural". A functional definition will be developed: eg., at least 50 km from a MacDonald's.

IV. Demographic Study: The Community Served by the School.

A framework for completing a demographic study of a rural community is developed. A comparative survey of demographic concepts and techniques is made. A field study will follow.

V. Community Resources Study: To Enrich the Curriculum.

The ever-present dilemma for the rural teacher is defined: a rural teacher could be the sole or major educational experience for a child. Thus, the need to expand the human and physical resources available becomes a critical task. A resources field study of a rural community will follow.

VI. Community Power Structure.

A brief comparative analysis of political, sociological and ethnographic power structure theory will permit a field study of the power structure of a rural community. The focus will be how the teacher relates to the perceived community power structure.

VII. Organizational Theory of Rural Schools.

Weick's concept of schools as loosely coupled systems, March and Olsen's view that schools have ambiguous goals, and Hanson's perception of organizational behavior in schools serve to provide a descriptive-analytical model of rural schools within their environments.

VIII. Role of Beginning Rural Teachers.

Most rural schools do not have a resident principal. Therefore, the organizational and management systems are maintained by the head teacher, often a beginning teacher. The role is explored and field data will be analyzed with the goal of emerging grounded theory.

IX. Rural Values and Attitudes: A Literature Review.

Comparative data on values and attitudes are analyzed. Gallup and other poll results will be a starting point of discussion aimed at identifying the variables which permit generalizations about rural versus urban communities. The fragility of these generalizations is also compared in the context of the field communities studied.

X. Personal Satisfaction Predictors.

Rural sociology literature is reviewed with the purpose of identifying community satisfaction items. Matching teacher personality against various rural communities will enhance long range job satisfaction prospects.

XI. Major Issues in Rural Society.

Dillman and Hobbs' Rural Society in the U.S.: Issues for the 80's is the starting point to examine issues such as health and medical care, housing, employment, poverty, women, and the elderly as examples of issues beyond the classroom that affect rural communities.

XII. Alternative Models for Rural Education.

"Various pressures have forced schools into almost universal adaptation of urban models of education." (Dillman, 1982, p. 185). Modern communication and other new technologies will play a role in the future of rural education, and teachers should be prepared to serve as leaders of change as well as protectors of the best that rural education offers.

Against this outline are two different two-week practica of living and research into rural schools and rural communities. Students must ride the longest bus route with students, lead a school activity, eg., cross country skiing, and gather data necessary to make contributions to the discussions of the rural community from the course topics.

It is hoped that exposure to the rural community and school will permit students to take full advantage of the rural school experience and develop sufficient confidence and knowledge of the life of the rural teacher to not only survive, but thrive. Thus, the cycle of short tenures for rural teachers may be broken.

Success in placing teachers from the rural training program have been high, and although not all are employed in rural schools, a large percentage are, and the survival rate appears high. Whether or not this fact is due to the present teacher surplus is a question that cannot be answered at this time.

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CONCURRENT SESSIONS

FRIDAY, OCTOBER 11

1:30 - 2:30 P.M.

Bill Pfisterer, Ernie Manzie

Friday, October 11
1:30 - 2:30 p.m.

A STAFF DEVELOPMENT PROGRAM FOR RURAL ALASKA

E. Manzie

This presentation deals with a staff development program for rural Alaskan villages that stresses a cross-cultural approach. To understand a need for such a program one must first be aware of the identifiable trends in the area of teacher employment in rural Alaska. On the average, there are one thousand teaching positions annually in the state of Alaska. Included in this estimate are openings in urban areas such as Anchorage, Fairbanks and Juneau and growth in new schools and programs; however the majority of positions are due to professional turnover. A large number of these are in the rural areas of the state. In 1983, Alaska hired 1,114 teachers, almost half, (530), of those positions were filled in rural schools, (San Nicholas, 1985). In 1985, the teacher turnover rate in rural Alaska was 40.5%. The in-state supply of teachers graduating from campuses in Anchorage, Fairbanks, Juneau, and the Cross-Cultural Education Development Program (X-CED), meets less than 20% of the annual state demand, (San Nicholas, 1985). In addition to graduates from in-state universities, an average of 10% of Alaskan residents per year re-enter the teaching profession. These facts clearly show that on the average, 70% of teaching vacancies in Alaska are filled by teachers who received their training outside of the state. Annually Alaska's REAA's (Rural Education Attendance Areas) have a large number of vacancies which are filled by teachers who are new to the state. While districts realize the need for some type of orientation program for these teachers, research indicates that such orientation programs are not viewed as effective by new hires, (Dickerson, 1980).

A study by Dickerson (1980), attempted to identify perceived adjustment problems by both REAA superintendents and rural teachers. The results are as follows:

- Teaching in a multi-graded/multi-subject situation
- Understanding and adjusting to living and working with a minority culture
- Coping with isolation both physical and social
- Living in poor housing

Other problems often cited by new rural teachers are: a lack of culturally relevant teaching material, teaching out of their certified area, and a lack of educational specialists available on a regular basis to assist the regular classroom teacher.

The Cross-Cultural Orientation Program (X-COP) was developed with the above issues and concerns in mind. The conceptual design of the program provides participants with intellectual tools in addition to physical and interactional survival skills which can be used in a village setting. The program is set up into three, three-credit graduate courses which span an entire year. The explicit goals of the program are to increase the effectiveness of rural Alaskan educators and to improve the quality of the student's school experience. Phase I is conducted during an intensive three week summer program held on campus at the University of Alaska-Fairbanks. The following are some of the topics addressed throughout the orientation program:

- Social, political, and cultural issues in Alaska
- Native languages
- Alaska Native Land Claims Settlement Act and classroom implications
- The State Department role in rural Alaska
- Bilingual education and language issues
- Cross-cultural teaching strategies
- Subsistence and cultural/educational implications
- Elementary/secondary teaching strategies
- Multi-graded teaching strategies
- Special education needs in rural Alaska
- Rural teachers' anxieties and frustrations
- The local community as an educational resource

Phase II and III (fall and spring semester) of the orientation program occur on-site while the student is teaching in a rural Alaskan classroom. Phase II of the program which is taught in the fall and titled, "The Social Organization of the Classroom and Learning." This class stresses looking at cultural issues that affect everyday events of the classroom. In addition to pointing out potential differences of a rural Alaskan classroom, attempts are made as to how these differences can and should be seen in a positive light. The following are some of the issues that are addressed in the course:

- Examine communicative behavior in cross-cultural classroom settings
- Explore teacher effectiveness as it relates to cultural variability
- Discuss the social organization of the community and how that may influence the rural Alaskan classroom
- Develop teaching strategies which are successful in a cross-cultural setting

Students are mailed assignments and materials to be completed in the field setting. University faculty conduct on-site visits to participants during the course to get a better understanding of the context which the student is working in. Audio-tapes are used during the course to facilitate discussion of issues and concerns of the students. Audio-conferences are also scheduled throughout the semester to increase active participation on the part of the students. An end of the semester three day workshop is conducted where students are flown into Anchorage and the program is extensively reviewed and changes are made in its structure if needed.

Phase III of the program is offered in the spring semester and is titled, "Education and Cultural Transmission." This course is delivered in the same manner as Phase II with on-site visits, audio-conferences, and an evaluation workshop held at the end of May. The emphasis of this course is a shift away from everyday classroom issues to looking at the "Bigger Picture" of how schools and the communities affect each other. Along with this issue, the role of the school in non-western societies is explored. Some of the topics explored in this course are:

- Offer possible ways of fully understanding the context in which the student lives and works
- Explore the relationship between the school and community along with possible ways for expanding and strengthening this relationship

- Foster a better understanding of cultural transmission and the role a teacher plays in that process
- Develop sound education practices which use the community as an educational resource

Along with the explicit goals for X-COP, there are two main implicit goals. One of these is the development of a network of colleagues which offers support to participants. The other goal is the informal approach to learning which the participants acquire. The process of interaction and flow of events in the summer phase of the program attempts to resemble learning in a village setting. For example, events do not always start on time, extended family members tend to be present, even the "lab school" itself which islocated on the fringe of the University campus resembles a rural school.

Preliminary research has indicated that teachers who go through the three phases of X-COP tend to remain longer as teachers in rural Alaska. The state of Alaska and especially the rural areas are experiencing rapid social and economic change, the Cross-Cultural Orientation Program (X-COP) offers teachers who are going out to "The Bush" conceptual tools in the hope they will become successful educators in that context.

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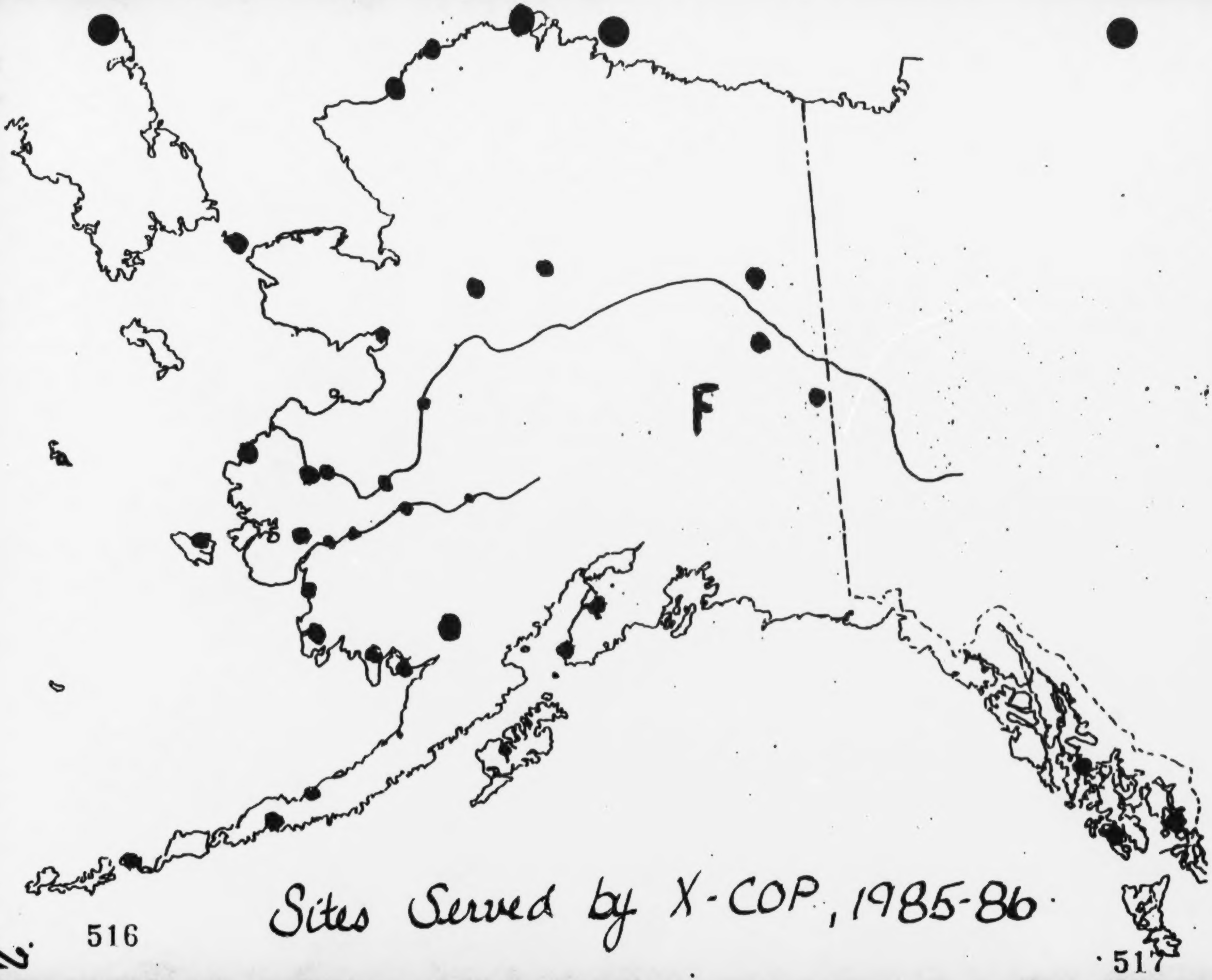

Sites Served by X-COP, 1985-86

Kay Bull

Friday, October 11
1:30 - 2:30 p.m.

Teacher Education for Rural Elementary Educators: A Unified Curricular Model

Kay Sather Bull

Michael M. Warner

Department of Applied Behavioral Studies

Helen N. Cheek

Department of Curriculum & Instruction

Oklahoma State University

Paper presented at the National Rural Teacher Education Conference, Western Washington University, Bellingham, WA., October, 1985.

Note: An extended written discussion of the issues presented in this paper can be obtained by writing to the authors at this address: 306 N. Murray; Oklahoma State University; Stillwater, OK 74078

Abstract

The paper provides a presentation of a proposed model for combining preservice education for elementary and special education (mildly handicapped) majors. It discusses the rationale for such a combination; the philosophical framework in which the model is embedded (cognitive-field theory) and the beginning stages of its implementation under a federal, education of the education of the handicapped personnel preparation grant.

The model is developed on three levels: (1) cognitive understanding, (2) affective, and (3) actional. Each level is composed of the same six parts which are the important tasks or contents to be experienced. These contents include (1) reflective teaching, (2) learning to learn, (3) curricular content, (4) communication and counseling, (5) organization and legal structures, and , (6) pedagogy.

Implementation of the model initially has focused on rearranging coursework, establishing observation and practica sites in rural settings, matching coursework to certification requirements, student recruitment, and developing integrative seminars. The integrative seminars serve to help students understand the curricular model and the relationships between its components. The paper details how these seminars will be conducted over the first two years of implementation.

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Introduction

Historically there has been a shortage of qualified elementary teachers who have been trained to provide services for heterogeneous populations of children in rural settings. Since the implementation of PL 94-142 and the concomitant identification of numerous mildly handicapped students this shortage has been exacerbated.

In rural areas, teachers are needed who are resourceful and self-directed. They need to be capable of working with children with a wide range of special needs, in a setting which often provides little in the way of supportive services. Rural settings generally lack access to some or many support services which are assumed available by teacher educators in most university settings. We need therefore to develop teachers who can bridge the gap between the urban ideal and rural real.

The solution is two-fold, first, there needs to be a blurring of lines (at least in some states) between those who can serve the mildly handicapped, that is, a merging of the responsibilities of the regular and special educator. The logical point at which to induce this change is in the teacher education program. Second, a teacher education curriculum is needed which fosters the development of self-directed, resourceful teachers who will work in rural settings with a full range of children.

Development of this paper was partially supported by the Regular Education preservice (Dean's Grant) at O.S.U. No.ED-79-R-5 and by the Department of Education Education of the Handicapped Personnel Preparation grant No.ED-85-RI-17. The opinions expressed are those of the authors and are not necessarily endorced by the funding agencies or by Oklahoma State University.

This paper will examine the need for a different approach in dealing with children in a heterogeneous classroom, that is, a rationale for combining education for regular and special education. Also considered will be (a) the need for developing a consistant philosophical framework in which to ground curriculum; (b) teacher education curricula based in cognitive-field theory; (c) a model for a unified preservice curriculum and (d) the beginnings of its implementation at Oklahoma State University.

Rationale for Combining Regular and Special Education at the Elementary Level

Beginning teachers consistently express concern with the diversity they encounter among the students they teach (Hermanowicz, 1966; Veenman, 1984). In any classroom, there are substantial differences in the needs, interests, values, knowledge and characteristics of students. Students differ from one another in their levels of motivation, their amount of background knowledge, their degree of mastery of basic academic skills, their ability to work with abstract academic knowledge, the consistency which their parents support the goals of the classroom teacher and the school, the speed with which they process information, and so forth.

Among this diverse and heterogeneous group of students are those who might have received one or more of the following traditional labels:

-gifted (mildly, moderately, severly & profoundly gifted)

-behaviorally or emotionally disordered

-culturally or linguistically different

-learning disabled or communication (speech & language) disorder

-mildly retarded

-mildly hearing, vision, and/or motor impaired.

-average or normal

Currently, about ten percent of school age children are labeled handicapped and three-to-five percent are labeled gifted (in states which mandate programs for the Gifted and Talented). As a result of this diversity and the problems experienced by beginning teachers there have been numerous calls for modifications in the teacher education process. This has been the case in proposals focused on multicultural education, accomodation of exceptional children in the mainstream, and calls for extending preservice education beyond the baccalaureate degree (see Denemark and Nutter, 1980). Position statements which reflect the concern for diversity and the accommodation of individual differences have come from several professional organizations and groups, including the National Education Association (NEA) (1976), the Council for Exceptional Children (CEC) (1983), the National Council for Accreditation in Teacher Education (NCATE) (1979), and the American Association of Colleges of Teacher Education (AACTE) (1973; 1982).

With the passage of Public Law 94-142 it became clear that regular education teachers would be required to share in the responsibility of providing an individualized program for those children and youth who were designated as handicapped under the law. Among the several influential documents were published following passage of this law was one which proposed changes needed in teacher education, A Common Body of Practice for Teachers (Reynolds, et al., 1980). Noting that P.L. 94-142 called for the education of handicapped children to be individualized, Reynolds and his colleagues stated that, "Development and implementation of individually designed programs requires that the teacher have a broad knowledge and refined abilities to assess and treat the full range of children's educational needs." (p. 7)

If the Reynold's et al. (1980) proposal is to be followed, then one logical approach to implementation, is to provide elementary teachers with some of the tools provided to teachers of the gifted and the mildly handicapped. There are several arguments for this approach (Stainback & Stainback, 1984): (1) Most contemporary systems of educational thought (e.g., behaviorism, cognitive-field theory, humanism) provide no basis for distinguishing between the categories "special" and "regular" if these categories imply differences in kind between persons in each category. (2) Since there are, in theory, no qualitative differences between special and regular learners, there is no support in pedagogical theory for providing separate educational experiences for special and regular education teachers. However, most contemporary systems of educational thought do make provisions for and do acknowledge the existence of individual differences. (3) The actual curriculum and teaching techniques used in special and regular education, apart from the ecology of classrooms, are similar. (4) Providing appropriate educational experiences for special needs learners depends less on the existence of two types of teacher, special and regular, and more on the existence of cooperative efforts between teachers with relatively more or less knowledge and experience (both general and specialized). If a single preservice program existed, then most preservice special education teacher preparation, as we know it today, would not exist. All forms of specialization would be restricted to a post-preservice level, ideally initiated after some reasonable amount of public school experience. (5) In such a program all teachers would share the responsibility with other teachers for assisting special needs students to learn. As it is now, the existence of separate preservice programs sends a message to the prospective teacher, via the hidden (or implicit) curriculum, that he or she is responsible for a limited segment of the public school population. (6) Since all teachers who exit a preservice program would be considered qualified to work with the mildly handicapped and mildly gifted (with the provision of sufficient support), greater flexibility would be provided to administrators in the assignment of teachers to classes. This is an especially important consideration for rural-based teacher education institutions. (7) The process of developing a single preservice program may lead to a productive dialogue between those teacher educators who identify themselves as either in special or regular education. The issues raised in the attempt to develop and evaluate such a program may lead to more comprehensive and complete understandings of the nature of the teacher education enterprise.

In this paper we will make the case that teachers should be educated so that they can move in the direction of accommodating individual differences among school children. Several implications can be drawn regarding the type of education that is required if teachers are to be so educated: (1) Teachers must be exposed to the different systems of thought and the different conceptualizations of individualization within each system. (2) Teachers must understand the difficult value issues and conflicts that influence personal and institutional responses to individualization. (3) Teachers must acquire the intellectual tools needed to evaluate the different thought systems and their own stance with respect to those systems. (4) Teachers must come to terms with their role as change agents in the schools.

Need for a Philosophical Framework

Combs (1965) asserts that what we teach and the way in which we teach it depends on our beliefs about what people are like. In the same manner, the goals we seek, the kinds of things that we do with others, the judgments we make, and even the kinds of experiments we are willing to try are determined by our beliefs regarding people, society, and the world. When we organize some subset of our beliefs into a set of warrantable assertations, for which supporting evidence (both rational and empirical) can be provided, we have formed a theory (Morris & Pai, 1976). For example, we may have a theory about the role of the school in transmitting culture, a theory about the nature of the learning process, a theory of motivation, and a theory regarding the way or ways in which we evaluate learning. Our theories (as organized sets of beliefs, open to critical inspection) and our practices in educational settings interact with each other. That is, we check and criticize our theories in practice, and, whats more, we check and criticize our practices on the basis of theory.

Educational theories should serve as a guide to practical action, especially when a problem arises for which no immediate solution is available. A common difficulty that occurs in this context, however, is the reliance on two or more theories that are incompatible with one another. There is a tendency among educators to be eclectic, that is, to pick and choose various theories and procedures without sufficient consideration as to whether these theories and procedures are mutually compatible. Bigge and Hunt (1980) describe the phenomenon as follows:

> Eclectics who are extremely astute in identifying their deepest assumptions may very easily — and with good intentions — select

> from differing schools of thought ideas that on superficial examination seem very attractive. But suppose, when examined in the light of their primary assumptions, these ideas are contradictory. This is a risk that eclectics take, and they often fall into the trap of building a new point of view out of incompatible elements. What emerges is a position that may at first glance look logical, but on more careful scrutiny is a hodgepodge of contradictory and mutually exclusive components. (p. 6)

Such eclecticism, when it influences the practice of classroom teachers, may result in one or more of the following practices: Teachers may use one method while verbalizing another. The teacher's goals may be poorly conceived, resulting in the assignment of aimless busywork for students. Teachers may speak of the importance of self-fulfillment and then force their students to adhere to a tightly prescribed curriculum (Shermis, 1967).

There are a number of reasons or arguments for the adoption of a philosophical base in the development of teacher education programs: (1) One's beliefs and attitudes are made explicit. In this way, others can compare and contrast their own attitudes and values and consider the implications which evolve from this consideration of value differences.(2) Specific theories which are part of a system of thought allow us to consider theory in light of practice, and vice versa. We often incorrectly proceed as if we can evaluate educational practices independently from the theoretical framework in which they are embedded.(3) Consistency of application of values, rules, procedures of teaching is possible only where the theoretical system is clearly defined.(4) A system of thought or philosophy provides us with direction when we attempt to solve a problem at hand and when the things that we routinely tried have not worked.

At the present time, practices in the field of education are grounded in several mutually incompatible systems of thought. There is no meta-system or paradigm to which all educators adhere. Of the various philosophies which are available we have adopted a cognitive-field approach to teacher education. This philosophy is, we believe, the most flexible and best adopted to dealing with heterogenous rural populations.

We seek to ground the present proposal in the framework of cognitive-field theory. For two reasons: First, we are trying to elevate the discussion of reform of teacher education to a consideration of the most fundamental issues associated with education and its meaning and purposes. It is our conviction that only by addressing the most fundamental issues can we achieve consistency of thought as well as meaningful reform. Firm theoretical grounding of our proposal will help accomplish this. Second, we believe that the cognitive-field perspective offers meaningful solutions to some of the problems associated with accommodating heterogeneity in the classroom.

In the discussion that follows we first describe the basic ideas of the cognitive-field system. Then we try to show how the problem of individual differences is addressed in a rural public school environment using the cognitive-field framework. Finally, we discuss the implications of cognitive-field theory for teacher education programs.

The General Nature of Cognitive-Field Theory

Cognitive-field theory is an emergent synthesis of the ideas of several writers, foremost among whom are John Dewey and the psychologist, Kurt Lewin. It is a system of educational thought. That is, like other such systems, it is a coherent combination of educational philosophy, theories (including psychological theory), and recommendations for educational practice. The cognitive-field perspective is not widely represented among special educators. Adelman (Adelman, in press; Adelman and Taylor, 1983) has made a strong case of viewing the education of learning disabled students from within the cognitive-field perspective. Among other writers, we have drawn on the work of Gideonse, 1983; Kolb, 1984; Sarason, Davidson, Blatt, 1962; Schaefer, 1967; and Zeichner, 1982.

In the cognitive-field framework, education is viewed as a process whereby students become better able to adaptively respond to their environment as well as more effectively meet their own needs and goals. The environment (including the teacher who represents the interests of society) and the student (pursuing personal goals) interact, and the outcomes of education are a result of this interaction. Such outcomes are not determined solely by the structure of the environment nor by the intentions of the student. Because of this, teaching is viewed as primarily a process of negotiation (both explicit and implicit) between the student and teacher. Control of the processes and content of the curriculum are viewed as shared by the student and teacher, and therefore subject to meaningful input by the student. The outcome of learning is purposely acquired exploratory understandings, insights, principles, generalizations, etc., as well as an expanded capacity on the part of the student for further cognitive/affective growth. The teacher is conceived of as primarily a facilitator and guide in the learning process. Finally, what is learned in the classroom is viewed as contextual and tentative.

Individualization from the Cognitive-Field Perspective

The public school classroom is designed to accommodate individual differences by means of the following principles and processes: (1) An initial crucial step on the part of the teacher is the establishment of trust between the teacher and the learner. (2) Instruction is heavily based on learner interests. A wide array of options (in the content and processes of learning) are presented to the learner. (3) Active decision-making on the part of the student is encouraged in order to increase the student's sense of control and personal responsibility (see motivational theorists such as deCharms, 1976; Stipek, 1982; and White, 1959). (4) Discovery and inductive approaches to learning are in common use and education begins from the experiences and current understanding of children (see Kolb, 1984). Didactic forms of instruction, or even the use of such behavioral techniques as self-control training are not ruled out, so long as the student is motivated and agrees to participate in the procedure. (5) Whereas the student has some control, he or she does not have complete control. Rather the processes and content of the classroom are negotiated. (6) There is often a conscious and deliberate attempt on the part of the teacher to involve the students in group activities toward the goal of helping students learn to respect and appreciate human diversity and learn to cooperate democratically in the context of that diversity (e.g., see Johnson and Johnson's (1978) discussion of cooperative goal structures).

Implications for Teacher Education

The concepts of inquiry and reflection take on importance within the cognitive-field perspective. A large number of educators have argued in favor of inquiry-oriented teacher education programs. From an inquiry perspective, technical skill and content knowledge on the part of the teacher are important, but only in relation to the larger ends or purposes of education. Usually, inquiry-oriented educators conceive of these ends as being both individual and socio-political. That is, in addition to promoting the capacity of the teacher to be both problem finder and a problem solver, there is an explicit goal relating to the capacity of individual teachers to participate in the creation and renewal of democratic (participatory) social institutions. With respect to teacher education, this means that efforts are made to assist future teachers to be able to participate responsibly in the process of changing schools, as well as updating and expanding their own teaching practices in the schools. In order for this to be possible, teachers have to be able to critically evaluate both their own practice as well as the practices of others. According to Zeichner (1982), the inquiring teacher (as well as other citizens of a democracy) plays an important role in "determining which educational goals, educational experiences and institutional arrangements lead toward forms of life that are mediated by justice, equality and concrete happiness.... Existing practices within both the schools and the university are scrutinized for their contributions to these ends" (p. 12). A teacher's education should be so conceived that it allows for the development of intellectual/affective tools with which teachers can make responsible decisions, as well as model appropriate inquiry skills for future generations of citizens. The ability to be reflective in this sense is fundamental to our notion of what professional development (not necessary limited to the preservice level) should be about.

In the cognitive-field framework, the relationship between theory and practice (clinical experience) is highlighted. Dewey (1964) calls for providing teachers with practical (clinical) experiences in the service of helping them become "thoughtful and alert students of education" (p. 320). Thus, in large measure, teacher education should derive from questions and problems raised by teachers themselves in the act of teaching.

A Model for a Unified Preservice Curriculum

Our model is composed of six broad aims for program emphases within the curriculum: Learning to Learn; Reflective Teaching; Curriculum Content; Pedagogy; Organizational and Legal Structures; and Communications and Counseling. Representative content and processes are indicated for each of the broad aims which, in turn, are further divided into three "levels": Cognitive Understanding, Affective, and Actional. In developing this model we have deliberately tried to avoid the trap of conceptualizing the curriculum as merely a set of courses which result in the acquisition of specific and isolated skills. The entire model is represented in Figure 1. The model as presented is for a preservice program designed to provide a foundation for lifelong learning (such learning being intrinsic to the cognitive-field perspective). We suspect, based on the model, that professional educators' conceptions of what constitutes legitimate forms of knowledge will change rapidly during the next few years, if learning becomes a more participatory enterprise. Teaching and schooling are extremely culture-bound, and it is unlikely that most of us can extricate ourselves from the culture in order to perceive some imagined "objective" insight into what constitutes good teaching. Therefore, those who are involved should help to create the process that they are involved in. In a participatory environment, professional educators can not lay claim to total control of pedagogy; parents, the

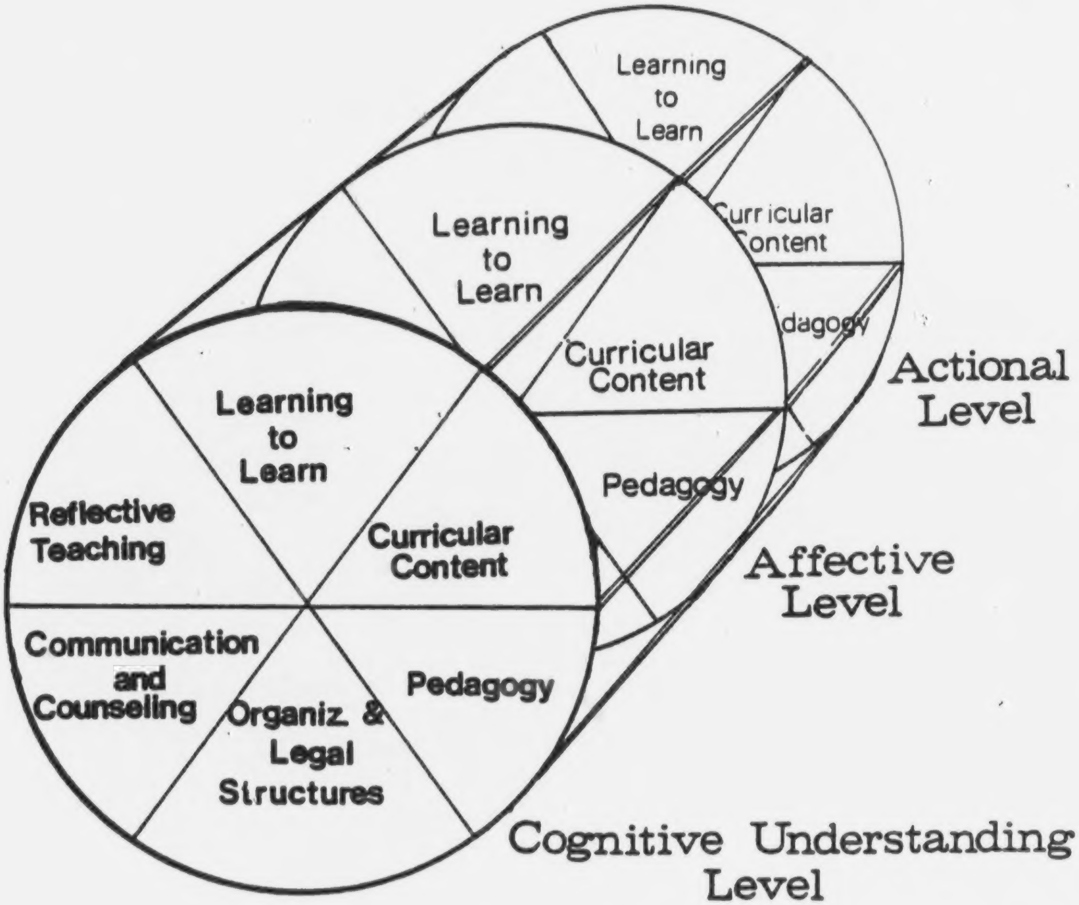
Learning
to
Learn
Curricular
Content
Pedagogy
Learning
to
Learn
Curricular
Content
Pedagogy
Actional
Level
Affective
Level
Learning
to
Learn
Reflective
Teaching
Curricular
Content
Communication
and
Counseling
Organiz. &
Legal
Structures
Pedagogy
Cognitive Understanding
Level

Figure 1

community, and children are involved and participate in defining what happens and who does what to whom.

Overview of the Curriculum

The curriculum is presented at three levels.

(1) The Cognitive Understanding level deals with knowledge which is learned and which will be taught. Such knowledge should not be limited to the lowest levels of Bloom's taxonomy. Teachers will examine this knowledge and gain "insight" into content represented by each of the broad aims.

(2) The Affective level represents a teacher's attitudes, values, feelings, and commitments which will affect both the character of their knowledge, as well as their practices (at the Actional level).

(3) The Actional or "doing" level is included in recognition of the fact that critical to preservice teacher education are those experiences which allow teachers-to-be to "try out" the content presented at the Cognitive Understanding level, and to receive constructive feedback on their performance.

We turn now to a discussion of each of the six broad program emphases within the unified curriculum. For the sake of brevity we focus primarily (although not exclusively) on providing representative examples of content and process at the Cognitive Understanding level.

Learning To Learn. The basic rationale for including a component such as this is that (a) only part of professional growth and acquisition of content can take place at the preservice level, (b) in a classroom, the range of student interests and knowledge may reach beyond the current grasp of the teacher, (c) what we consider to be knowledge in the late twentieth century is in process of constant revision and expansion, and (d) equipped with learning to learn skills, teachers can model these skills for school children.

Reflective Teaching. At the Cognitive Understanding level, teachers who operate reflectively are able to: (a) be self-reflective (observe, analyze, and criticize their own practice), (b) understand the "movement of feeling and thought" within the child (e.g., conduct and interpret a clinical math interview), (c) relate theory to practice, and (d) understand that current school practices are embedded in a particular historical and social context.

Curriculum Content. Buchmann (1983) has made the point that "content knowledge", as this area of the preservice curriculum is often called, is an undervalued concept in the teacher education literature. She notes the intimate relationship between the possession of content knowledge by the teacher and reflective teaching. It is difficult to think well in a given area if one has insufficient information on which to base one's thinking.

The projection that teachers who exit a unified regular/special education preservice program will be responsible for working with a heterogeneous group of students should not imply that these teachers need less knowledge of curricular content than a traditional teacher. On the contrary, non-standard approaches for students having problems require great understanding of content to manipulate it effectively and to make sure that false information is not communicated (consultant help will be of some assistance here). Content knowledge will also be important to the teacher who tries to facilitate the learning of the most academically (and otherwise) talented students in the classroom for much the same reasons.

Pedagogy. Pedagogy includes the following: On the Cognitive Understanding level, pedagogical knowledge included: (a) General principles of and techniques for promoting learning and motivation, (b) specific knowledge related to how children of different developmental levels learn specific kinds of content as well as general knowledge and appreciate of models which sequence, tree, and spiral curricula, (c) specific teaching techniques (including knowledge of how to adapt and modify materials for learners with special needs), and (d) the management of classrooms.

Organizational and Legal Structures. Under this fifth emphasis within the curriculum we include, at the Cognitive Understanding level, the teacher's knowledge of such things as professional ethics and roles, the communication flow in the school bureaucracy, and laws which govern current school practices. On the Affective level, teachers are assisted in identifying the feelings that may arise as a result of conflicts between their personal and professional goals and the imperatives of legal/bureaucratic structures. On the Actional level teachers would participate in real and simulated meetings of school staff and administrators.

Communication and Counseling. The sixth and final emphasis in a unified curriculum is that of communication and counseling. Of all of the six broad aims, this one is probably the most underrepresented in current teacher education programs. The kinds of content included under the communication/counseling heading represent a redefinition and expansion of the traditional role of the teacher.

Implementation at O.S.U.

At present we are in the first year of implementation of this model at Oklahoma State University. This pilot program is partially funded by a U.S. Department of Education; Education of the Handicapped Personnel Preparation Grant. Fifteen students are funded under the grant and three other students have agreed to participate without stipends. All of these students were recruited from rural areas, many are older (mean age = 29), and several have returned after having interrupted their educational careers. Students enter the program at the start of the junior year and are in the grant-sponsored program for 3 years. One interesting recruitment method was the use of the Oklahoma Rural News for Electrical Cooperatives. Details of the recruitment procedure can be found in Warner & Cheek (1985 a & b).

There have been long rounds of meetings between departments, certification personnel, SEA personnel and several of us who will be involved with teaching various aspects of the program. The curriculum has been firmly establish (reported in Warner & Cheek, 1985) and students will complete the program with certification in elementary education, mental retardation and learning disabilities.

The interesting or novel aspect of the implementation process is the way in which the new framework or model will be developed. Initially the focus will be upon reflective teaching communication/counseling and mathemagenic (learning to learn) skills as these skills relate to student field experiences. These will be presented in a seminar which will meet bi-weekly during each semester. (The rationale for focusing on these two areas is that existing coursework adequately or partially prepares students in the other four areas.)

Integrative Seminars

Different emphases and levels within the unified curriculum are highly interrelated. There is a need for activities which assist teachers to appreciate these relationships. Integration of learning should take place across content areas (e.g., between reflective teaching and curriculum content), and between theory and practice.

Based on a proposal made by Neuberger (1984), we have implemented "integrative seminars" as a vehicle for promoting holistic thinking and understanding on the part of the teacher. Under the supervision of faculty members in the College of Education these seminars meet bi-weekly to facilitate discussion of the relationships between academic and experimential learning and students personal and professional goals. Participation in such seminars begins as soon as the student has indicated that he or she is interested in becoming a teacher (i.e., for some as freshmen, for others, later in their academic careers). Participation continues throughout the preservice program. Participation is required, but is graded only on a pass/fail basis. Unlike the integrative seminars during later semesters in a student's program, the Fall seminar for first year students does not meet in association with another course. The seminar will begin with one or two sessions which emphasize development of good group dynamics. Students become acquainted with one another's backgrounds and each student is encouraged to feel comfortable in making contributions to group discussions.

Fall Integrative Seminar - Year 1. The Fall seminar will also introduce these new students to the two central themes of the integrative seminars: (a) the nature and responsibilities of special and elementary education teachers in rural schools, and (b) the unified curricular model which serves as the basis of their program. With respect to the unified curricular model, three components of that model are particularly emphasized during the integrative seminars: reflective teaching, learning to learn, and the communication/counseling component. In order to promote greater awareness and understanding of the nature of teaching in rural schools, three outside guests with experience in rural Oklahoma schools will be invited to the seminars, each on a different occasion. These guests will include a special education teacher, an elementary education teacher, and another Oklahoma State faculty member who recently spent a one-year sabbatical teaching children of poverty in a rural elementary school. These teachers will be selected as exemplary models with respect to their attitudes and teaching practices.

Spring Integrative Seminar - First Year Students. The Spring integrative seminar will be tied to a two hour observation/participation class which will include direct experiences in regular elementary school classrooms in rural schools. While re-emphasizing themes that were introduced during the fall, the main emphasis of the Spring seminar will be reflection on the experiences students have in the school settings. Students will be given assignments to be completed while in the school. An assignment might consist, for example, of the requirement to systematically observe how the teacher they are observing deals with discipline problems when these arise. During a subsequent formal meeting of the seminar, students will be asked to share and compare the results of their observations after several different students have observed the same teacher.

Fall Integrative Seminar - Second Year Students. The fall seminar for students who are beginning their second year in the grant-sponsored program will be associated with a two hour observation/participation class which includes direct experiences with mentally retarded students in rural schools. The emphasis in the seminar will be similar to that of the spring seminar for first year students, except that the focus will shift to special education settings. Discussions during this seminar will focus on the comparison between regular and special education settings, the differing demands of the two types of settings, and so on.

Spring Integrative Seminar - Second Year Students. For students who are in the second year of their program, the spring semester will be their student teaching semester. During this semester, which lasts sixteen weeks, their schedule will be as follows: they will spend the first week of the semester in the integrative seminar class. During this time they will be instructed as to the purposes and goals of the student teaching experience and they will be given specific tasks to accomplish during the subsequent six weeks. The students will then spend six weeks in rural regular elementary school classroom as a student teacher. This experience will be followed by two weeks of on-campus meetings as part of the integrative seminar, during which students will share their experiences and discuss the types of problems that they encountered and possible solutions to those problems. The students will then spend six weeks as student teachers in rural elementary school classrooms for mentally retarded students. The final week of the semester will be spent on campus in the seminar, reflecting on this experience and comparing it to the regular classroom experience.

Through out the integrative seminars the students will be exposed to the co-leaders who will model and reinforce reflective thinking, learning to learn skills, and communication/counseling skills. Some of the more interesting components of the seminars, from an innovative standpoint, are as follows.

Modeling Reflective Behavior. The co-leaders of the seminar will share their reflections on events that take place during observations, and student teaching, with the seminar participants. At each meeting one of the co-leaders will break the ice by reflecting on an event of the week. Care will be taken to show the students different perspectives from which the event can be viewed. A perspectives analysis and the provision of numerous examples will, it is hoped, improve the student's ability to self-reflect. It also will provide a convenient format for the students to adopt when they are presenting their own reflections as part of the seminar.

Teaching Philosophical Analysis. An integral part of reflection and perspective analysis is the use of philosophical analysis to determine "where somewhere else is coming from." Using materials developed by Bull (1984) students will examine events and example processes and identify the educational philosophies of the main actors. Understanding of the philosophical positions of the actors will increase the student's ability to reflect. It will also improve the kinds of reflections made. Philosophical analysis, legal analysis, socio/political analysis, ecological analysis and personalized analysis are among some of the reflective analysis skills which will be shared and developed among the participants by the integrative seminars.

Reflective Evaluation. To promote and to model concepts of reflective thinking the leaders of the integrative seminars will use reflective evaluation methods to critique the ways in which students express their reflective thinking. The reflective evaluation will take the form, proposed by Jones (1980, 1981), of letters of reflection which will be provided to students (a) as critical incidents are discovered and (b) at the end of the grading period when used in a summative manner.

To improve their abilities the students will be asked to write two reflective evaluations of the seminar each semester. This will include reflections on the seminar leaders and participants as well as their classmates. These will be kept confidential and their content will not be used for grading purposes. Students will also be asked to keep a reflective thinking log in which they will briefly describe events of the day as they reflect upon them. The log will be used as the basis for a reflective evaluative summary of their experiences with children as they happen in observation and student teaching this summary will be developed and completed at the end of each semester.

Learning to Learn. Mathemagenic behavior is predicated on being exposed to learning tool skills. Many tool skills will be presented as part of the seminars and as part of other required classes. Skills taught will include, but not be limited to, (1) Information acquisition skills, e.g., how to use (a) ERIC; (b) The Education Digest; (c) Psychological Abstracts and how to read (d) Journal articles; (e) Textbooks; (f) Technical Reports; (2) Information evaluation skill, e.g., logical fallacies, inappropriate statistics (at a very rudimentary level), opinioning as fact; (3) Image manipulation, e.g., imagery, visualization, imagination, guided fantasy; (4) Thinking skills, e.g., inductive, deductive, abductive logic, scientific logic, general semantics; (5) Creative thinking skills, including, morphological analysis, homospatical thinking, Janisian thinking, bionics, synectics, brainstorming; (6) Futuristics and so forth.

Summary

This year we are taking the first step in implementary a new model for elementary teacher education. We have selected students who purport to want to work in rural settings. We will develop in these students the abilities to work with a wide range of student abilities from gifted to the mildly handicapped. This we are fairly sure that we can do taking bits and pieces from existing programs. We will try to develop in these students problem-solving and thinking skills which will allow them to go beyond their peers through the new curricular focus in the integrative seminars. Next year we hope to be back to tell you how the project is going. The proof of the pudding however will not come until the students are in the field when we can see if they stay and if they survive.

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Joyce M. Peters, Darrol Collins

Friday, October 11
1:30 - 2:30 p.m.

The Rural Aide Model: A Method for Serving the Rural Student With Handicaps

Joyce Peters
Teaching Research

DW12

A common problem shared by children with handicaps is that of isolation. Because of their limited abilities to make friends easily with other nonhandicapped children they find themselves naturally in isolated situations. A child with handicaps who resides in a rural setting is isolated in a much broader sense, in that not only does he have the isolation brought about by his disability but also, because of the sparse population, he may be the only child in the area with special educational needs. It is frequently prohibitive for the local school district to organize classrooms or educational facilities that will service the child adequately. The purpose of this paper will be to share a method developed by Teaching Research and the Oregon Mental Health Division by which such children can be appropriately served. The RURAL AIDE MODEL was developed to serve Oregon's developmentally disabled population (which includes students in the moderate, severe or profound range of handicapping conditions) in sparsely populated, rural portions of the state. The Rural Aide Model is a proven, functional model in which an aide or para-professional is trained in the components of the Teaching Research Data Based Classroom Model, (Fredericks et al., 1982) and provides individual instruction, under the supervision of a certified teacher, to one or two children with handicapping conditions. Usually the instruction occurs within the context of a regular elementary classroom, fourth grade for example. Most typically, the fourth grade teacher will have minimal preparation for dealing with the instructional needs of handicapped students, but can provide professional supervision to the rural aide who is specially trained to deal with such students. In many cases, the rural aide works under the joint supervision of the regular class teacher and an itinerant special education certified specialist.

The Teaching Research Data Based Classroom Model received national validation as an exemplary educational program from the Joint Dissemination and Review Panel (JDRP), convened by the U.S. Office of Education. The JDRP validation was granted based on research data presented which showed significant student gains on the part of students whose teachers received training in the Data Based Model.

The model is a comprehensive classroom management system developed under a federal grant during the early 1970's. The model is designed for students ages preschool through upper elementary who have moderate and severe handicaps. The Model is designed to be used in the public school setting, but has been successfully implemented in more restrictive settings as well.

Behavior modification techniques have been woven into the Model and heavy use is made of this technology in the instructional process as well as in management of student behaviors. The Model contains specific assessment procedures, a task analyzed curriculum, program planning procedures and a data collection system. Ten major components comprise the Data Based Model, however, this paper will highlight four key components most applicable to the rural aide: curriculum, assessment procedures, clipboard system, and data collection procedures. All units of the curriculum emphasize the teaching of skills functional to each student's environment.

CURRICULUM

The curriculum designed to be used with this model is The Teaching Research Curriculum for Moderately and Severely Handicapped (Fredericks et al., 1980). It is comprehensive in nature and covers the areas of Gross and Fine Motor, Cognitive & Self Help, Prelanguage and Language. Each volume of the curriculum is a collection of task analyzed skill sequences, organized in developmental fashion. Each task analysis contains easy to understand information for the aide's use: name of the skill, approximate developmental age of acquisition, terminal objective, the task analysis organized into phases and steps, suggested materials for teaching the skill, and teaching notes. See Table 1 illustrates a task analysis from the curriculum.

STUDENT ASSESSMENT

A placement test has been developed which assists the practitioner in determining which specific skills within the four curricular domains motor, cognitive, self-help and

Approximate Age for
Skill Acquisition
2-3½ Years

S. Puts Pegs in Pegboard

Terminal Objective: Student puts five short, shouldered pegs in the holes of small wood or plastic pegboard.

Prerequisite Skills: Ability to pick up objects and grasp with a neat pincer grasp (thumb and index finger).

Phase I Teacher physically assists student to put one peg in hole of rubber pegboard.

Phase II Teacher assists student to place one peg over hole in rubber pegboard. Student pushes peg into the hole.

Phase III Student puts large pegs in the holes of a rubber pegboard independently.

Phase IV Student puts tall, slim pegs in the holes of a large wood or plastic pegboard independently.

Phase V Student puts short, slim pegs in the holes of a small wood or plastic pegboard independently.

The following steps are to be used with Phases III-V only.

Steps

1. Student puts one peg in.
2. Student puts two pegs in.
3. Student puts three pegs in.
4. Student puts four pegs in.
5. Student puts five pegs in.

Suggested Materials: Phase I - 2" tall plastic shouldered pegs with rubber pegboard; Phase II - 2" tall round wooden pegs with wooden pegboard; Phase III - ½" tall wood shouldered pegs with wooden pegboard.

Teaching Notes:

1. Teaching Sequence: Teach this skill beginning with Phase I, then teach Phase II. Then teach Phase III steps 1-5 before teaching Phase IV steps 1-5 and Phase V steps 1-5.

2. Pegs can be placed in holes to form any pattern. They do not need to be placed in a line.

Table 1

Sample of Task Analysis

language are deficit skills and should be priorities for instruction with the student. The placement test is simple and straightforward to administer and is successfully utilized by numerous rural aides within Oregon each year.

CLIPBOARD SYSTEM

Teaching Research has developed a management system for each student's individual programs which, very simply, is a clipboard system. From the assessment of the student's skills and deficiencies, the skills to be taught are put into individual instruction format. Each of these individual programs is contained on the student's clipboard which results in a very efficient communication tool for the rural aide to utilize in reporting to his or her supervising teacher. The student's progress can be quickly assessed through review of the data recorded by the aide. Appropriate use of the clipboard essentially replaces lesson plans.

The clipboard is composed of a series of forms beginning with the clipboard cover sheet and followed with the language and consequence file. The weekly cover sheet lists all the prescriptive programs for which a student is currently being programmed. A space is provided for the aide to initial as each program is conducted for the day. The language and consequence file is a list of social reinforcers (Wow! Good work) found effective with the student as well as primary/tangible reinforcers. In addition space is provided to record the student's receptive and expressive language levels. Areas are also provided for general comments and skills to be generalized (Table 2).

The next set of forms relate to specific instructional programs and contain all the information the aide will need in order to deliver instruction to the student. The sample contained in Figure 1 illustrates typical information contained on a program cover sheet. The aide may be responsible for the design of this information for her student(s) or, in some cases, the specialist may develop the program cover sheet for the aide's use. In either case, the supervising teacher can determine quickly and easily the exact format that instruction has taken.

Teaching Research Infant and Child Center

LANGUAGE FILE, CONSEQUENCE FILE, AND GENERAL COMMENTS

Child's Name: Robert Clarke

Reinforcement File

PRIMARY/TANGIBLE:

potato chips, peanuts, raisins, hot cocoa, pop, grape juice, balloons (teacher blows for him), xylophone, play-doh, view master, stickers (on his shirt), Jack in a box

SOCIAL: (Examples)

Telling him how proud his mom will be about his good work.

Applauding and clapping with enthusiastic praise.

Pats on the back and back rubs.

SKILLS TO BE GENERALIZED: (Give the child a chance to show you these new skills.)

Have him identify body parts on self, other children, staff or dolls.

Ask him to match color card to his clothing, toys, balloons, etc.

Vary the cues when you ask him to identify - show me, find, which one is the, point to, etc.

Receptive Language

Responds to "Where's the ______?" when asked about common objects (pencil, paper, etc.) Follows one concept commands (give me that, go to the table, stand up, etc.). Follows some two concept commands given gestural prompts.

Expressive Language

Approximates most one and two syllable words by imitation when presented one word at a time. Encourage imitation of verbs and three syllable words. Give lots of reinforcement for words he uses spontaneously.

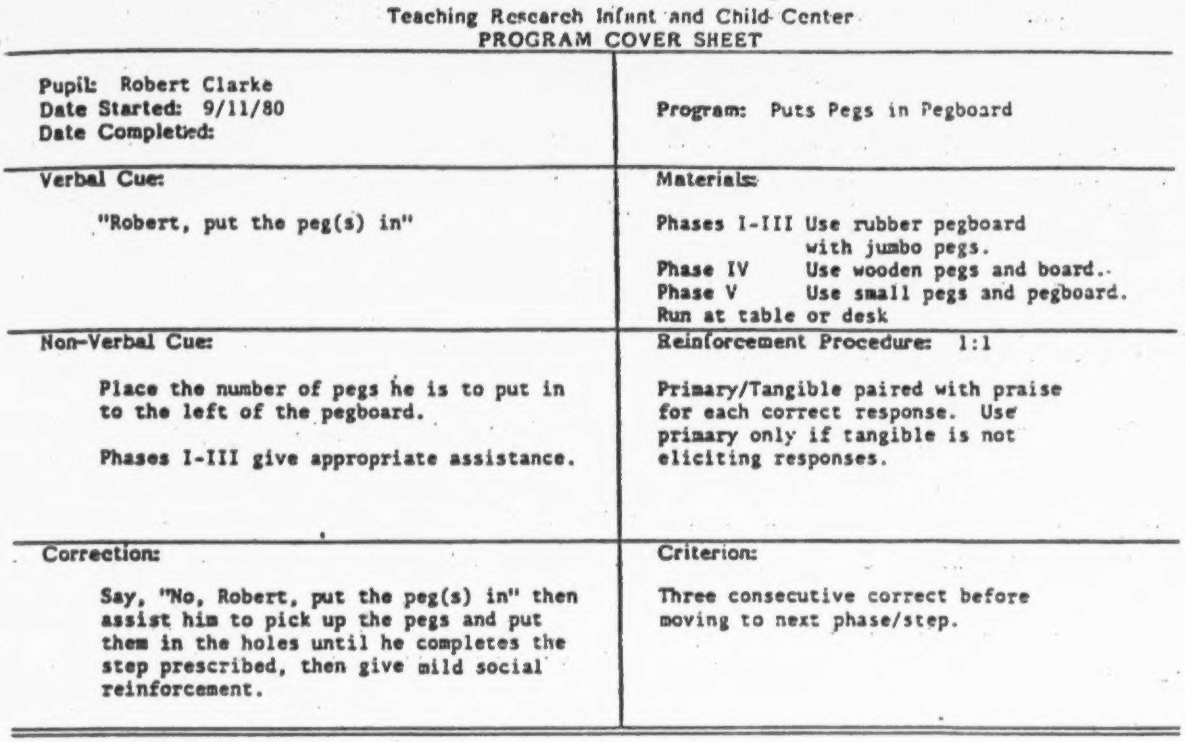
General Comments

Robert works best if you keep a smooth, even pace and give him lots of praise for waiting, sitting and attending between trials or programs.

Read the behavior treatment clipboard regarding Robert's specific program for non-compliance.

Table 2

Language File, Consequence File, and General Comments



Teaching Research Infant and Child Center
PROGRAM COVER SHEET

Pupil: Robert Clarke **Date Started:** 9/11/80 **Date Completed:**	**Program:** Puts Pegs in Pegboard
Verbal Cue: "Robert, put the peg(s) in"	**Materials:** Phases I-III Use rubber pegboard with jumbo pegs. Phase IV Use wooden pegs and board. Phase V Use small pegs and pegboard. Run at table or desk
Non-Verbal Cue: Place the number of pegs he is to put in to the left of the pegboard. Phases I-III give appropriate assistance.	**Reinforcement Procedure:** 1:1 Primary/Tangible paired with praise for each correct response. Use primary only if tangible is not eliciting responses.
Correction: Say, "No, Robert, put the peg(s) in" then assist him to pick up the pegs and put them in the holes until he completes the step prescribed, then give mild social reinforcement.	**Criterion:** Three consecutive correct before moving to next phase/step.

Figure 1

Program Cover Sheet

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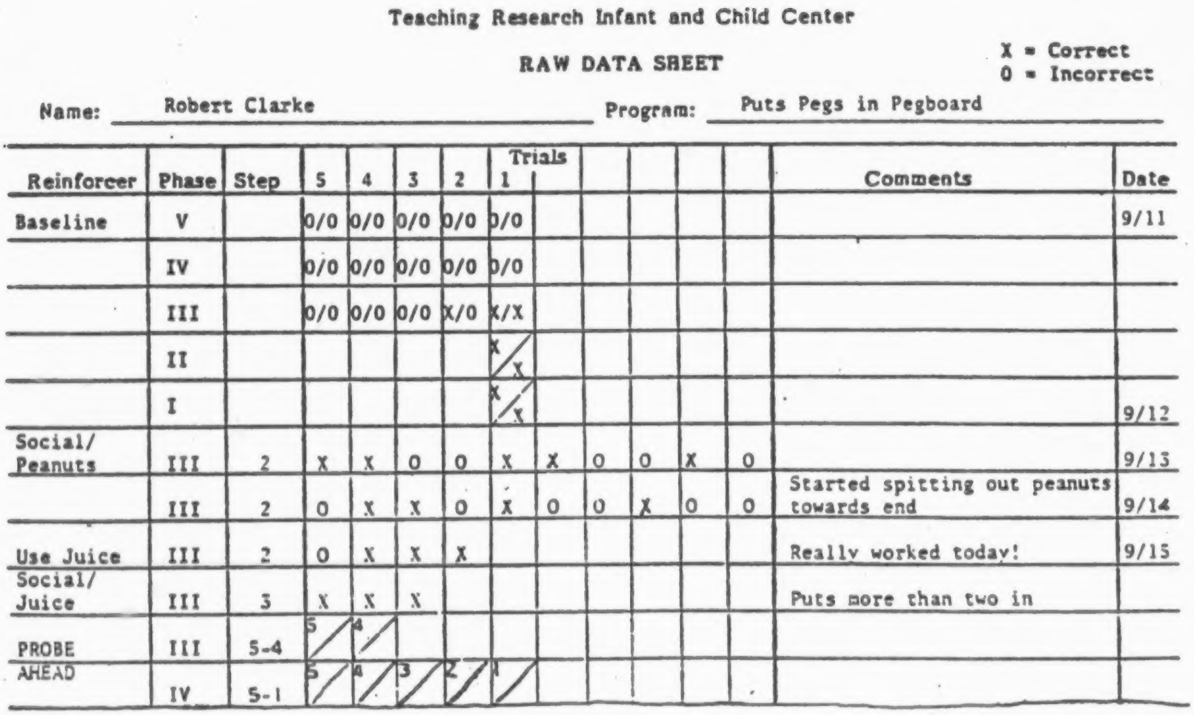
DATA COLLECTION PROCEDURES

A simple and straightforward system for recording a student's performance during a work session is an integral component of the rural aide model. The aide records whether each trial during a work session is correct (x) or incorrect (o). The data is analyzed for each program at the days end and a decision is made, based on the data pattern, whether the student will be moved ahead to the next step in the task analyzed sequence; retained at the same step for another day; or whether a change of some sort is indicated based on poor performance (change the reinforcer, break the task into smaller, more easily mastered increments). See Figure 2 for a sample data collection format.

TRAINING RESULTS

The training component is composed of a 5 day training session accompanied by two follow-up visits to the aide's own work site by a staff member. The 5 day session includes practicum involving direct teaching with students in a demonstration classroom, and a small group lecture and discussion sessions accompanied by written and reading assignments. There are nine training objectives and each trainee's performance is measured against each of the nine objectives. During follow-up, data are gathered relative to the implementation the trainee has made and the quality of those components implemented. Figure 3 contains training data for a group of 12 rural aides who were trained at Teaching Research during the 1984-85 school year. As a group, the aides met 91% of the training objectives. Figure 4 displays the implementation data gathered at the first and again at the second follow-up visit. At visit one, the rural aides had implemented 100% of the applicable components and 80% of those were at a criterion level of quality. Approximately eight weeks later, the twelve rural aide received their second follow up visits and at that time, 100% of the applicable components were in place and 100% were at a quality level.



Teaching Research Infant and Child Center

RAW DATA SHEET

X = Correct
0 = Incorrect

Name: Robert Clarke Program: Puts Pegs in Pegboard

							Trials							
Reinforcer	Phase	Step	5	4	3	2	1						Comments	Date
Baseline	V		0/0	0/0	0/0	0/0	0/0							9/11
	IV		0/0	0/0	0/0	0/0	0/0							
	III		0/0	0/0	0/0	X/0	X/X							
	II						X/X							
	I						X/X							9/12
Social/ Peanuts	III	2	X	X	O	O	X	X	O	O	X	O		9/13
	III	2	O	X	X	O	X	O	O	X	O	O	Started spitting out peanuts towards end	9/14
Use Juice	III	2	O	X	X	X							Really worked today!	9/15
Social/ Juice	III	3	X	X	X								Puts more than two in	
PROBE	III	5-4	5/	4/										
AHEAD	IV	5-1	5/	4/	3/	2/	1/							

Figure 2

Sample Data Sheet

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1984-85 Aide Training
N=12

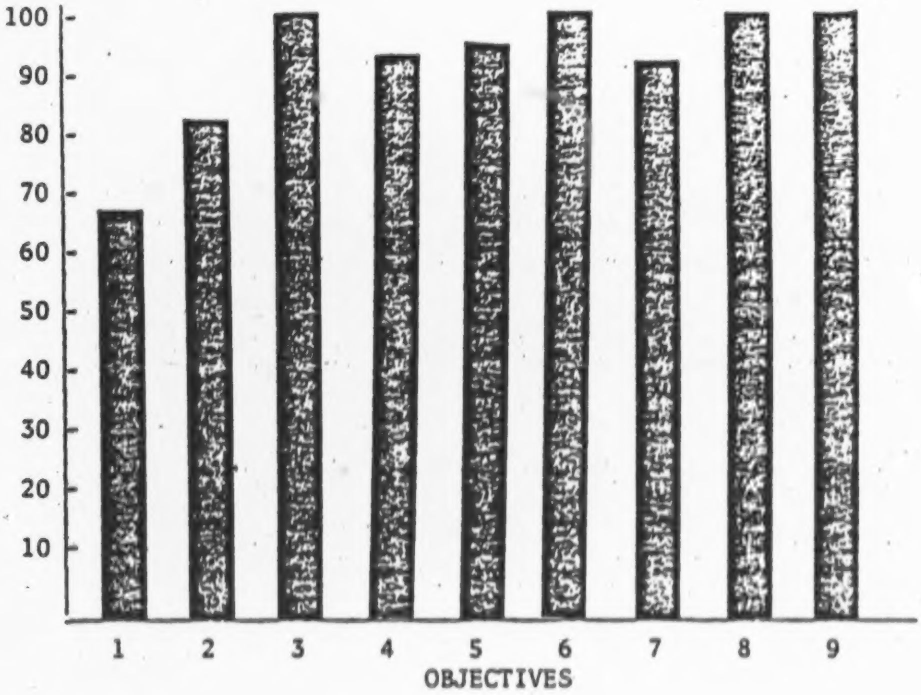

Figure 3

Aide Follow-Up Data

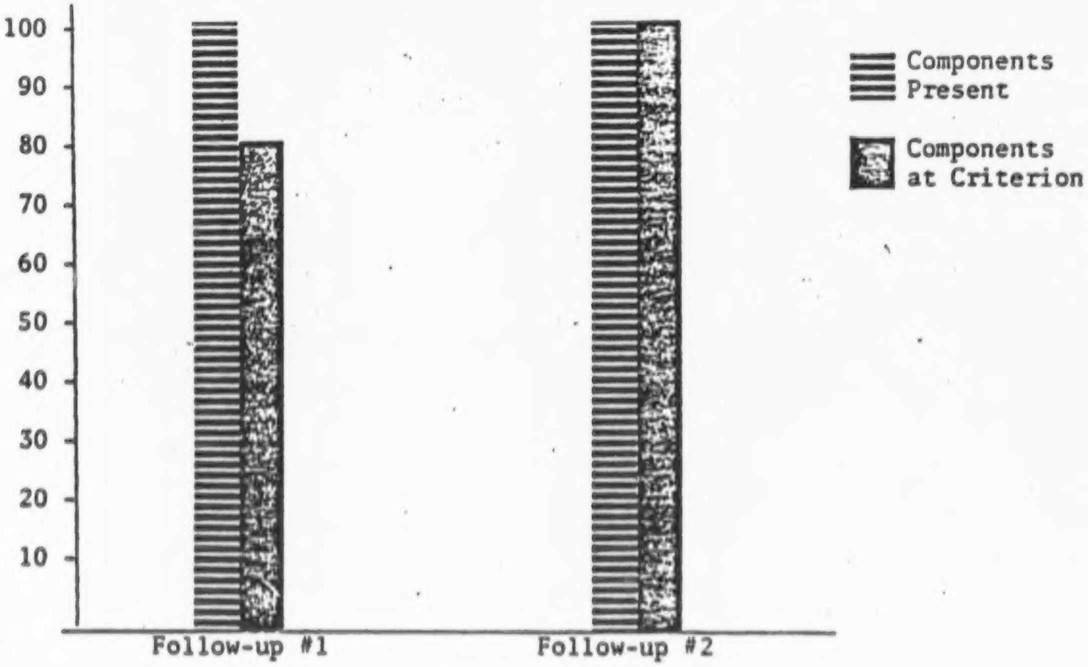

Figure 4

SUMMARY

THE DATA BASED MODEL is a proven, functional model to serve special education students in rural settings where limited special educational services are available. The Model has been effective in assisting the trained rural aide in assessment, program planning, and evaluation of student progress. The model stresses the importance of data collection and the regular analysis of that data for making program change decisions.

Further information regarding training opportunities in the Data Based Model can be obtained by contacting the Director of Training, Teaching Research, Monmouth, Oregon 97361.

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DW12

Friday, October 11
1:30 - 2:30 p.m.

RECRUITING QUALITY TEACHER EDUCATION APPLICANTS FOR RURAL SETTINGS

by

Tom Detwiler
Chadron State College

After interviewing teacher educators from selected institutions and reviewing the available literature, I am convinced that few colleges and universities have a planned program to recruit candidates for the profession. In these instances where recruiting efforts do exist to attract applicants, the data suggest such efforts are usually tied to the general recruiting program of the college or university at large, and not to a planned, direct program aimed at attracting qualified applicants for rural settings. Indeed, even when teacher recruiting efforts are connected to the overall institutional program, the emphasis given to the profession is minimal and tends to become absorbed along with numerous other courses of study being presented by the college recruiters. In some cases, unfortunately, recruiters who do attempt to present the profession have not been directly associated with the teacher education program on campus, have not taught in the classroom, and may not necessarily be pro-teaching or pro-rural.

Interestingly, while the literature frequently refers to the need for better recruitment techniques and strategies on the part of teacher training institutions, no comprehensive or planned program could be identified. For example, several authors either implied or directly stated that little was being done on the part of institutions to attract qualified applicants for rural settings, but fell short of delineating comprehensive institutional programs to address the problem.

In many of the above studies, the authors frequently cited low salaries as the major obstacle to attract talented people into the profession, associating low salaries to a poor image, low prestige, etc.

The Proposal

Assuming sufficient evidence exists which suggests the state-of-the-art for recruiting needs to be outlined, defined and executed more precisely, the writer proposes that each teacher preparation institution consider adopting a broad, comprehensive plan that has as its major goal the recruitment of outstanding applicants to teach in rural settings. The steps listed below are intended to be the framework by which the institution can develop its own teacher recruiting program, based on its own unique setting, characteristics, and objectives.

A Recruiting Philosophy

Prior to the development of any planned program of teacher recruitment is the recognition on the part of the institution that it must operate on the basis of a sound recruiting philosophy. Such a philosophy should be institution-wide in its formulation, otherwise it will appear as one department's, e.g., education, philosophy and be perceived narrowly, if not indifferently, by the other departments. To this end, the institution's president and other administrative officers should be involved in the formulation of the philosophy. Although the process will be cumbersome and time-consuming, efforts should be made to include the various departments for input. By circulating rough drafts and consulting key personnel, the teacher education chairperson should be able to design a statement that addresses a number of questions, such as:

1. How important is the teacher education program on our campus?

2. What priority are we willing to assign teacher education?

3. What does our institution believe our mission and responsibility to be in preparing students to teach in rural settings?

4. To what extent is our institution willing to commit its resources to the active recruitment of candidates for the profession in general and rural settings in particular.

The importance of formulating a teacher recruitment philosophy cannot be understated, as it will establish the institution's commitment to recruting and will set the tone and sense of direction for the entire program.

Recruiting Objectives

Once the institution has agreed upon a recruiting philosophy, its next step is to identify appropriate objectives which reflect the written philosophy. Again, the importance of the chairperson involving personnel campus-wide cannot be overstated. Indeed, the ultimate success or failure of the recruitment program may rest considerably upon the degree of involvement during the philosophy and objective stage. The objectives should address areas such as the:

1. characteristics, qualities, attributes, etc, that the institution seeks in its teacher applicants for rural settings;

2. size and nature of the applicant pool;

3. overall involvement of the campus-at-large, as well as specific departments;

4. role of specific personnel in the recruiting program, e.g. department chairpersons, and

5. evaluation techniques to assess outcomes and propose changes.

Recruiting Techniques/Strategies

Once the institution has agreed to a statement of philosophy and objectives for its recruiting program, it can then begin to identify specific techniques or strategies which should serve to attract qualified applicants. The following are approved, but are by no means intended to be all inclusive.

Visitations to Area Schools. While visitations to area schools for Career Days or Career Nights is certainly not a new idea, the fact that personnel oriented to teacher education would conduct the program can be said to give new emphasis. Or as an extension, teacher education faculty might accompany the general recruiter to talk about teaching as a career.

Teaching Career Day. Working through area schools, the teacher education faculty invites selected students to campus for a "Teaching Career Day." Selection of students could be based on the recommendation of school principals, counselors, and teachers. Specific on-campus activities might include class visitations, panels of teacher education faculty and students, and a noon luncheon with a guest speaker.

Student Education Associations. Since most institutions have a Student Education Association Chapter, this organization could be active in assisting with the Teaching Career Day outlined above or working with local Future Teachers of American Chapters in each school district. The efforts of SEA'S could be directed at establishing local FTA's in schools, or communicate with FTA's to assist in promoting interest in teaching.

Personal Letters. Using computer print-outs to identify high school students who have indicated an interest in teaching, or who have high ACT scores, the teacher education faculty can write a personalized letter not only to the students, but also to their parents, encouraging them to consider teaching as a major and inviting them to the campus for an on-site visit.

Personal Visits. Utilizing the college supervisory staff, teaching education departments could make personal contacts with promising high school seniors while on student teaching visitations. Although the contacts necessarily would have to be relatively short, provision for some type of follow-up could easily be made. The personal touch of such contacts provides a unique opportunity.

Brochures. Although the printing of quality materials for distributing and mailing can be a costly budget item, they nevertheless call attention to the profession, thus making it more visible. These materials might accompany the personal letter mentioned above or the college supervisor could work through school counselors in seeing the materials were reaching students.

Scholarships. Not new to the teacher education program is the awarding of scholarships, based on a formula, to schools accepting student teachers. However, many institutions no longer insist that students who receive the scholarships must enter the teacher education program. By specifying that the scholarship is to be given to a highly qualified student who has declared an interest in teaching, the institution is showing its commitment to attracting top students to the profession.

Talent Search. Public schools and higher education institutions working together could seek to identify a select number of high school students for a special summer program in which the students take the basic foundation courses in education, prior to the regular fall term. The summer program should be taught by the institution's best faculty, making use of outside resource personnel.

Ambassadors. Prior to the date just before student teachers enter the public schools, a time could be set aside to talk to the student teachers about their role as potential recruiters in the classroom.

Alumni Teachers. A letter or phone call to former graduates currently teaching in public or private schools could suggest ways and means for these former students to promote the profession to selected students in their own classrooms.

Careers in Education Courses. Working closely with public schools, education departments could offer an on-site course to selected area students. Called "Careers in Education," the course would focus on the opportunities, benefits, rewards, etc. of the teaching profession and perhaps carry one-hour credit.

Communication. Since most institutions experience problems of communication to one degree or another, provision should be made for departments on campus to alert the education department of promising students (high school or college) which they have encountered. This strategy, of course, will be difficult to implement, give the times we are in; however, the point should be made that all departments have a stake in finding good teachers.

As a concluding note, it must be stressed again that no one institution will be able to make use of all the ideas mentioned. Some institutions may, in fct, find it difficult in attempting to implement even one or two. However, the point of this proposal is that each institution must adopt some kind of planned program, cooperatively developed, implemented, and evaluated. As is so frequently true, the best ideas will come from an institution's willingness to brain storm for those techniques and strategies that reflect its own uniqueness. The pay-off should be in better candidates and teachers for rural schools.

ABSTRACT

Fri. Oct. 11
1:30 - 2:30 p.m.

Fran Lee, KSDE
120 E. 10th
Topeka, Ks 66612
913/296-3867

A Statewide Network for Special Education Paraprofessional Preservice and Inservice Training

This project proposes to expand and refine a statewide training network for special education paraprofessionals using a "facilitator model" approach. This network will provide assistance to meet the present needs and priorities in the area of paraprofessional training in Kansas and selected Midwestern states which cannot be adequately met by the local education agencies. This proposed project will develop and implement training activities for professionals and paraprofessionals by emphasizing the following major components:

(1) refinement of a statewide training network for special education paraprofessionals;

(2) provision of generic training and technical assistance program support for local education agencies;

(3) Development of a model for paraprofessionals, volunteers, and parent advocates in special education programs which will emphasize a coordination of project activities particularly in the areas of recuitment and training;

(4) provision of specialized training for paraprofessionals in specific priority topic areas (ie computer use, first aid procedures, behavior management, precision teaching);

(5) utilization of new technological resources in Kansas and the Midwest for training paraprofessionals (ie Telenet and SpecialNet);

(6) provision for the specialized training of paraprofessionals who work in infant developmental and home-based programs, severely multiply handicapped programs, bilingual special education classes, special assistance programs for migrant and American Indian children, and paraprofessionals working in vocational transitional work-placement and community-based programs;

(7) recruitment and training of handicapped persons in the community to work as paraprofessionals in special education programs;

(8) formulation and adoption of a core curriculum for preservice paraprofessional community college programs;

(9) Development of training sequences and materials for helping teachers to work more effectively with the paraprofessional to be used at the preservice and inservice levels;

(10) initiation of research related to paraprofessional training in the areas of the impact of training, the effectiveness of the teacher/para team and the cost-effectiveness of paraprofessional programs;

(11) identification through the statewide compliance process and the evaluation plan, training gaps related to the area of paraprofessionals which will become a part of Kansas Comprehensive Personnel Preparation Plan;

(12) development of materials and media for use in training administrators, teachers, and paraprofessionals which will supplement the activities of the statewide network;

(13) formulation of a consortium of midwestern states for the purpose of delivering training to paraprofessionals and other staff;

(14) distribution and dissemination of information about the Kansas statewide training network through conferences, printed materials and media; and

(15) provision of technical assistance to other states to adapt or adopt the "facilitator model" used for training paraprofessionals in Kansas.

Richard Kherlopian
Edwin Dickey

Friday, October 11
1:30 - 2:30 p.m.

Technology in Teaching Science and Mathematics (Grades 7-9):

A Modular Approach to Rural Teacher Training

A Presentation at the First Annual
National Rural Teacher Education Conference
Bellingham, Washington
October 11, 1985

Richard Kherlopian
Edwin Dickey
Rainey Knight

Department of Instruction and
Teacher Education
University of South Carolina
Columbia, SC 29208

Abstract

The purpose of this presentation is to describe the outcomes of an NIE-funded project on the preparation of science and mathematics teachers (grades 7-9) to integrate and use technology in rural school classrooms.

The presentation will consist of a description of the methodology used to develop the teacher training program, the approaches and resources required to deliver the program to rural sites, and a description of several completed instructional modules.

The description of methodology will include a profile of teacher usage of technology in rural areas of South Carolina, the process for selection of science and mathematics instructional objectives, a procedure for identifying and acquiring educational software, and a description of the procedures used to develop the instructional modules.

The approaches and resources required to deliver the teacher training program will focus on a description of a model R&D technology training center, a telecommunications network, and a procedure for effective utilization of videotape and videodisk technology.

A description of the completed modules in the areas of educational applications of computer technology, hardware operation, and software selection and evaluation will be presented.

Time will be provided for discussion and review of completed modules.

Outline of Presentation

I. Overview of NIE-Project

- A. Purpose
- B. Funding
- C. Project Outcomes (deliverables)
- D. Staffing
- E. Advisory Committee

II. Method

- A. Review of Research
- B. Questionnaire
- C. Review of Science and Mathematics Objectives
- D. Criteria for Selection of Content and Processes
- E. Software Acquisition Procedures
- F. Software Evaluation
- G. Correlating Software to Objectives

III. Module Development

- A. Topics Selected
- B. Topics Sequenced
- C. Objectives Generated
- D. Activities Developed
- E. Materials Developed
- F. Pilot Testing
- G. Revisions
- H. Advisory Committee
- I. Revisions
- J. Submission to NIE

IV. Required Resources

- A. Educational Technology Research and Development Center
  - 1. Microcomputer Lab
  - 2. Model Classroom for Computer Use
  - 3. Software Library
  - 4. State-of-the-Art Computer and Video Facility
- B. Computer Networking Capability
  - 1. Within Center
  - 2. To rural sites
- C. Telecommunications Capability
  - 1. Data transmission
  - 2. Video transmission

V. Modules

- A. Completed
  - 1. Technology in Education: The Benefits
    (An introduction to computers in education and the benefits to be derived from their use)
  - 2. Hardware Operation
    (An introduction to the hardware components of a microcomputer system and hands-on training in its operation)
  - 3. Software Evaluation and Selection
    (An overview of various types of educational software and hands-on training in software evaluation)
- B. Under Development
  - 1. Hardware and Software Maintenance and Trouble Shooting
  - 2. Instructional Uses of Technology
  - 3. Integration of Technology into the Mathematics and Science Curricula
  - 4. Development of Technology-Based Instructional Materials
  - 5. Classroom Management with Computers
  - 6. Technology in Education: The Future

Arnold L. Willems
Friday, Oct. 11
1:30 - 2:30 PM

Arnold L. Willems, Assistant Dean
College of Education
University of Wyoming
Laramie, WY 82071

Abstract

Serving Rural Wyoming: The University of Wyoming's Extended Degree Program in Elementary Education

Program purpose: To provide expanded educational opportunities at the university level for rural students in Wyoming.

Program objectives: To prepare well qualified elementary education teachers; to establish closer relationships and work more cooperatively with the state's community colleges and public school districts.

Rural focus: Wyoming's population is approximately 487,000 (there are still more antelope than people), which ranks it 49th of the 50 states. The state's largest city has just over 50,000 people. However, Wyoming is geographically the ninth largest state.

Practical implication for rural education: To provide an undergraduate program in elementary education for rural, placebound, qualified students who desire to earn a degree in elementary education.

For needed background information and understanding, the setting and context of the program will be presented. Brief focus will be placed on the higher education system in the State and recent directional changes at the University of Wyoming that have a bearing on the program.

The salient features of the program will be highlighted. The program became operational at the beginning of the fall semester, 1981. Approximately 500 placebound students will have earned undergraduate degrees in elementary education through this program by the end of the spring semester, 1988. Up to the present time, 63 communities of residence and 19 of the state's 23 counties have been represented. The typical student is a 30-year old female. Problems encountered with the program will be shared, with solutions to some of these problems noted.

Research conducted to ascertain program effectiveness will be emphasized. This report of research will center on screening test scores, student evaluation of teaching effectiveness, and final student teaching evaluations of Extended Degree Program students as compared to on-campus students. Additional relevant data will be presented.

CE/MORE: A Rural Staff Development Model

Russell L. Dobson and Judith E. Dobson

Paper Presented
National Rural Teacher Education Conference
Bellingham, WA
October 11, 1985

Russell L. Dobson is Professor of Curriculum and Instruction,
and Judith E. Dobson is Professor of
Applied Behavioral Studies, College of Education, Oklahoma State
University, Stillwater, OK 74078

Running Head: CE/MORE

Abstract

Practicing teachers, in all locations, especially those in rural settings, are demanding graduate programs which meet their emerging needs and schedules. Few universities however, have responded innovatively to these needs. CE/MORE (Continuing Education Through Multi-Optional Renewal Experiences) is a flexible, quality-oriented approach for the delivery of masters-level graduate work to practicing professionals in rural areas.

CE/MORE: A Rural Staff Development Model

Interest in staff development activities has increased at all levels of education during the past several years. The subject of staff development has been the focus of conferences, seminars, and workshops. Articles, books, and monographs have been written on the topic and school systems are presently devoting time and financial resources to staff development. The need for quality staff development programs for public school personnel has been validated (Dillon, 1976; McLaughlin & Berman, 1977; McLeod, 1975; Miller, 1977).

Howsam (1976) identifies three components in the education of teachers; preservice, inservice, and continuing education. He defines preservice as the preparation of teachers prior to their first employment and inservice as the activities school districts conduct in order to train their teachers in a particular mode of education. Howsam maintains that continuing education is an ongoing process after initial entry into the profession and is the responsibility of the individual.

Hendee (1976) categorize all aspects of inservice, (inservice programs, inservice development, and continuing education) under the broad heading of staff development. He defines staff development as:

> . . . the sum of all planned activities designed for the purpose of improving, expanding, and renewing the skills, knowledge and abilities of participants. This includes institutes, workshops, special purpose meetings in and out of school, as well as in and out of education (p. 163).

Teacher inservice education, as one aspect of staff development, is receiving considerable attention. One can argue that inservice education has become so popular that it has become synonymous with staff development. We believe, however, that continuing education, as a function of staff development, is not receiving the attention it deserves. From our perspective, staff development includes both inservice programs and continuing education. Inservice education is a set of organized activities planned deliberately by the school system for the primary purpose of improving the knowledge and competence of the professional staff. Continuing education is the ongoing process by which teachers continue professional education during their careers. Inservice education is the responsibility of the school system: continuing education is the responsibility of individual professionals.

These definitions raise a question: Can institutions of higher education deliver to local rural education agencies, staff development programs that meet requirements inherent in these two clearly distinguishable but related components, inservice education and continuing education? If the answer is yes, then a second question must be asked. Can this delivery result in a nontraditional master's degree program for participating teachers?

Theory Base

In the Spring of 1978, interested faculty from the departments of Curriculum and Instruction and Applied Behavioral Studies in the College of Education at Oklahoma State University met for the purpose of discussing these questions. A concern arose as to what could be done to modify the traditional involvement of the two departments with rural practicing professionals. The group reached consensus, trite though critical, that certain principles of learning are appropriate to the education of both practicing professionals and preservice students. These learning principles are: (a) Learning is a process involving experiencing, doing, and reacting; (b) In designing instructional strategies, the purpose of the learner must be taken into consideration and the learning situation must be realistic to the learner; (c) Learning should occur through a variety of experiences, using materials and activities appropriate to the learner; and (d) Learning is effective when learners are involved in creating learning tasks, can see results, and have appropriate feedback about their progress.

Basic Assumptions And Goals

Through dialogue, this faculty group reached concensus that any nontraditional outreach effort involving the two departments would be based on three assumptions. Fundamental education reform will come only through those charged with the basic educational responsibility, the teachers. Teachers are unlikely to change their ways of doing things simply because administrators and college professors tell them to do so. Teachers will take reform seriously only when they are responsible for defining their educational concerns, delineating their needs, and receiving help on their terms.

Based on the preceding theory base and assumptions, goals for a rural nontraditional master's degree program were established. These goals are:

1. To develop a continuing education program relevant to rural public school educators' perceived needs.
2. To build an inservice program sensitive to the needs, interests, and concerns of these teachers.
3. To develop a continuing education program involving public school personnel as partners in the planning, implementation, and evaluation of the experience.
4. To deliver continuing education and inservice programs that have practical value for the rural teachers.

CE/MORE

During the Spring of 1979, interested teachers from one rural school district met with faculty representatives from the two College of Education departments to explore the feasibility of delivering a nontraditional master's degree program to the local site. Exploratory dialogue resulted in an agreement to tailor a master's degree program to the needs of this group of teachers if certain conditions could be met. A minimum of 25 teachers would have to participate and consensus would have to be reached on the focus of the program.* Sites and times must be agreed upon for delivery, and the needs, wants, and concerns of the group must be translated into academically respectable content reflecting a quality master's degree program.

At subsequent planning meetings, careful consideration was given to the development of a sound theoretical base for the nontraditional program, well grounded in characteristics of adult learners. Several faculty members also visited other universities where non-traditional masters level programs have been initiated in urban settings. From these planning sessions a project called Continuing Education Through Multi-Optional Renewal Experiences (CE/MORE) evolved. The main thrust of the program is to:

1. Deliver a process-oriented master's degree program to participants.
2. Deliver a "family" or collegiate model for formal schooling at the graduate level.
3. Design learning experiences linking theoretical aspects from the discipline of education to day-to-day operations in the classroom.
4. Involve participants as partners in the planning, implementation, and evaluation of the learning experiences.

A team of highly motivated and dedicated full professors piloted the program which required them to deliver course work in different formats, as members of an instructional team, and within unaccustomed time frames. Table 1 is an attempt to contrast the traditional on-campus master's degree program with the rural nontraditional program, CE/MORE.

Insert Table 1 about here

Administration. Administration of the traditional master's program is the responsibility of the department head and follows departmental guidelines. Two faculty members are assigned to the CE/MORE project, one each in the capacity of program management and program development. These two faculty members have the responsibility of orchestrating the program and are a part of the CE/MORE Program Committee. The Program Committee supervises needs assessment and student selection; recommends faculty for course/experience sequence; handles the development of plans of study, scheduling, and enrollment; arranges for instructional resources; and makes operating decisions.

Admission to graduate study. The academic standards for admission to the traditional on-campus master's degree program are maintained in every respect for CE/MORE programs.

*In succeeding programs, several small rural districts have banned together in order to meet the minimum of 25 students. Requiring this number of students is necessary since off-campus delivery is more expensive than on-campus courses.

Grouping of Learners. In the traditional on-campus master's program, learners are grouped according to enrollment in courses which often results in students being forced into a competitive mold. In the CE/MORE program, students, for the most part, progress through the program as a group. As a result, these adult learners develop a group identity and provide a support system in their joint venture. Study groups for example, are student organized and directed. Obtaining a master's degree becomes a cooperative rather than a highly competitive endeavor.

Location. Students in the traditional master's program typically are commuters (often from long distances) and take the majority of course work on campus during evening hours and summer sessions. In the CE/MORE program, approximately two-thirds of the course work is offered at the local site and one-third on campus. Though it seems logical to deliver the total program locally, the CE/MORE professors and students have agreed that it would be unfortunate for teachers to earn degrees from an institution they had never attended.

Time/Space Arrangements. The traditional master's degree program offers course work according to time specifications established by the University. In the CE/MORE format, professors deliver course work in unaccustomed time frames, such as on weekends, between semesters, and during the semester in late afternoon classes. Courses are offered at times which accommodate the busy schedules of adult learners. This has not presented a problem since the students are employed by the same or neighboring school systems. Media centers and school libraries serve as classrooms at the local site.

Faculty. In the traditional program, faculty teach courses assigned to them. A selected group of full-time professors serve as the CE/MORE faculty. Their academic backgrounds reflect specialties in social organization, curriculum and instruction, counseling, social and philosophical foundations, learning theory, and research and evaluation. Other faculty are involved as expertise is needed to meet the needs identified by the CE/MORE graduate students.

Curriculum. Curriculum for the traditional campus program is established according to preconceived criteria identified by faculty. Very little, if any, effort is made to adjust this to individual student's needs. The curriculum for CE/MORE is a blend of traditional resident courses and an offering of core courses (curriculum and instruction, social foundations, research and evaluation, educational psychology, and human relations) conducted in a nontraditional format. Since the content for the CE/MORE program is based on the expressed needs of participating graduate students, individual professors modify content to accommodate the uniqueness of the local site. In all instances, however, Graduate College guidelines for a master's degree program are met.

Instruction. The instructional style of professors in the traditional master's program is at the discretion of the individual professors. This is true of the CE/MORE program as well. The on-site flexibility, however, allows professors and the learning group to be responsive to different modes as needs emerge. Various instructional styles are utilized, depending upon needs, learning styles, and content. Instructional styles include team teaching, lecture, discussion, and problem solving. Due to the high level of student motivation, independent study also is encouraged. The delivery of a single course often includes a combination of a workshop format, briefings, seminars, field trips, as well as lecture and discussion.

Materials/Resource Library. Critics of off-campus-based master's programs often argue that students do not utilize the university library. Since most traditional master's programs in education are commuter programs relying heavily on evening courses, library usage is a problem. To overcome this concern, the CE/MORE team assists the school system in establishing or upgrading the local professional library. The team has received the full cooperation of local librarians in this effort. School systems have been willing to subscribe to journals recommended by the team, to purchase books, and to house, in a central file, copies of journal articles selected by professors. CE/MORE students also use the university library extensively either individually or as a group with the professor's assistance. It is common for a class to meet on campus on Saturday and spend the day in library research.

Evaluation. Evaluation of CE/MORE students is consistent with Graduate College guidelines. Standard evaluations procedures are used. Careful monitoring of student performance in course work and through comprehensive examinations insure program quality. In fact, students have developed a sense of ownership of the program and quality becomes their concern. Because of pride, high academic performance becomes a major goal of the CE/MORE groups.

Advantages of CE/MORE

The CE/MORE approach has revealed many advantages to the graduate students and professors.

1. The adult learners develop a group identity and provide a support system in their joint venture. Obtaining a master's degree becomes a cooperative rather than a highly competitive endeavor.
2. The adult learners are encouraged to research alternatives for educational concerns and problems they perceive in their school systems. They critically study their own classroom dynamics.
3. The adult learners examine their schools and community as a social system. They gain an understanding of the environments within which they must function as professionals and live as individuals.
4. The program requires a different delivery model from professors and encourages them to become learners. Professors meet on a regular basis to plan and seek more effective teaching strategies.
5. The "ivory tower" concept often associated with university professors is overcome and students and professors become partners in learning.
6. The CE/MORE professors have found the nontraditional

> approach to be a professional renewal experience. They have learned, among other things, the value of modeling as an alternative to professing.

Conclusion

To date, over 60 teachers in three CE/MORE programs have completed their Master of Science in Education degrees and three have matriculated for the on-campus doctorate. CE/MORE programs are progressing in two other rural communities. Initial meetings with a sixth group of prospective CE/MORE students have been scheduled.

Increasingly, practicing professionals in rural areas, especially those at mid-career, are demanding continuing education and inservice programs which meet their emerging needs and schedules. Few universities have begun to respond innovatively to these needs. CE/MORE is a quality program using a flexible approach for delivery of master's-level graduate work to practicing professionals in education. The program demonstrates the ability of college faculty to respond creatively to the emerging needs of staff development for teachers in rural settings.

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Table 1
Contrasting Functions of Traditional and CE/MORE Master's Programs

Functions	Traditional	CE/MORE
Administration	Department Head	Two faculty serve as coordinator and faculty team leaders
Admission to Graduate Study	University regulations	University regulations
Grouping of Learners	Enroll in courses as offered, competitive base	Courses offered as needs identified, family grouping
Location	University campus	Local site, University campus
Time/Space	Scheduled classes, typical college classrooms	Scheduled classes, unaccustomed time frames, library or media centers

Table 1 (continued)

Functions	Traditional	CE/MORE
Faculty	Assigned faculty	Volunteer faculty, members of CE/MORE team
Curriculum	Departmental guidelines	Departmental guidelines, expressed needs of participants, portfolio
Instructional Styles	Faculty choice	Faculty choice, team teaching, variety of delivery modes
Materials/Resources Library	University library, A.V. center	University library, A.V. center, local professional library
Student Evaluation	Standard university evaluation procedures, comprehensive examinations	Standard university evaluation procedures, comprehensive examinations

Friday, October 11
1:30 - 2:30 p.m.

THE PRIORITY OF CONTINUING EDUCATION COURSES: RIGOR OR MARKETING

Kay Schallenkamp, Ph.D.
Northern State College
Aberdeen, South Dakota

The urgency to meet the educational needs of widely distributed geographic populations has encouraged colleges and universities to offer continuing education courses at off-campus locations. The advantages of off-campus courses in rural settings are numerous. Educators in elementary and secondary schools are able to meet continuing education requirements, advance on salary schedules, and accomplish these goals without traveling great distances or leaving home for summer study. Individuals who are not involved with the schools may also benefit from extension courses offered in the local setting. In many instances, special interest classes such as crafts, drug abuse, death and dying, and computer issues are offered to the general public. The contribution of extension courses to life-long learning as well as to professional growth and development is indisputable.

Extension courses offered as non-credit present minimal problems for the individual charged with administering the program. When courses are offered for credit, particularly graduate credit, problems increase significantly.

The concern to meet rigorous academic standards presents a serious problem for those responsible for delivering extension courses for credit. Most extension courses are offered during the evenings or over weekends. Participants and instructors have usually worked a full day and may have driven a significant distance to arrive at a class less than fresh and alert. The college instructor is acutely aware that the participants are nontraditional students. Some students come with definite agendas to meet a personal/professional need, while others merely wish to complete the mandated certification renewal hours. All are already carrying tremendous work loads which drain them physically and psychologically. The instructor is also aware that the institutional policies require a specific number of contact hours and external assignments or projects. In many instances, the instructor's salary is determined by the number of students in the class. Instructors find themselves in the awkward position of maintaining high academic standards and expectations while keeping enrollments high. Many students readily admit that their primary concern is to meet their immediate needs. If the class is too demanding, they will not enroll. In addition, the paucity of library resources in outlying communities often prohibits completion of course assignments which would be required for on-campus classes.

Most extension programs must be self-supporting. The ability to market the product is almost as important as the product itself. This is not necessarily wrong. The purpose of extension is to offer courses for off-campus populations who may be unable to attend regular on-campus classes or who have special needs which are best met in the local community. The conflict arises when the zealous community education director, school administrator, or continuing education/extension director attempts to meet all of the community's educational needs through this mode. The extension director must have the wisdom and the fortitude to determine which requests would be better met through on-campus courses often knowing that another institution will pick up the courses which were denied. The off-campus constituencies are often confused by the conflicting decisions of different institutions. They question why one campus will deny a request for a class while another will offer the same class without hesitation.

If extension classes were only used to meet professional certification renewal credit or for professional growth and development, the problems would be minimal. When courses are offered for graduate credit, the complexity of issues increases significantly. Most institutions require that the instructors for graduate level courses hold a terminal degree in his/her subject area. In addition, the academic rigor of graduate courses applied to graduate programs is usually high. Courses offered away from the campus may not have the same expectations and requirements as on-campus courses. This is due in part to the inability to access adequate library resources and to the unavailability of the instructor when classes are not in session. If adjunct professors are used to teach the courses, the orientation and philosophy of a graduate program may not be adequately understood. In addition, many students collect a potpourri of extension courses for graduate credit and then decide to pursue a graduate degree hoping that the credits will be applicable. They are disappointed that a course which may be extremely relevant to their present position or pragmatic in its orientation may not be accepted toward their graduate degree. Some school districts compound the problem by requiring a certain number of graduate level courses for salary or professional advancement in lieu of a master's degree. In these instances, students may complete 30 graduate hours selected for convenience and not for relevance or rigor. Graduate Deans and Directors of Continuing Education are given the herculean task of determining which extension courses should be accepted towards a graduate program. Since standards vary greatly among higher education continuing education programs (extension programs), students often must supply documentation relative to course content, course assignments, a statement of the instructor's credentials, etc. For example, it is not unusual to find graduate credit offered by local instructors who hold master's degrees. It is also not unusual to find courses which are undergraduate in their orientation and rigor but are offered for graduate credit. Yet, it is undeniable that many extension courses are highly rigorous and worthy of their graduate number. The task of the Graduate Dean and Extension Director in determining which course will be accepted is time consuming and sometimes capricious.

The tight rope is narrow. The institution must meet the needs of its constituencies and balance the extension program's budget. Yet, it must also address the need to maintain academic standards appropriate for graduate credit. Too often the Extension Director has taken the path of marketing at the expense of rigor. As educators we must acknowledge the dilemma and attempt to reconcile the problem. It is critical for us to attempt to identify appropriate standards which will be used to develop graduate level off-campus courses

The following suggestions may reduce some of the problems:

1. Graduate Deans and Continuing Education Directors should communicate their program goals and directions to one another.

2. As an institution of higher learning it is important to identify appropriate standards which are to be used to develop graduate level off-campus classes. The standards should be clearly defined and communicated to all parties involved in delivering the programs. It is suggested that institutions apply the same guidelines which are used for on-campus courses.

3. The college/university could offer a dual numbering and prefix system. A designated prefix and number could be given to only those credit courses offered for certification renewal and salary improvement. These special classes could not be applied to a graduate program at a later time. It would be imperative that all persons taking these courses be apprised of the purpose and restrictions placed on the courses.

4. Local school districts and state departments of education need to review their certification renewal requirements which focus on maintaining a high quality of course work with continuity and rigor.

5. If local school districts and state departments of education determine that graduate credit is necessary for advancement on the salary schedule or for promotion, they should monitor the courses offered through extension and encourage Continuing Education Directors to provide courses which will meet the standards of a graduate program.

CONCURRENT SESSIONS

FRIDAY, OCTOBER 11

2:40 - 3:10 P.M.

Friday, October 11
2:40 - 3:10 p.m.

PHILIPPINE EDUCATIONAL SYSTEM AND TEACHER EDUCATION: A SURVEY AND COMMENTARY

Brother Manuel P. Uluan, F.M.S.

The Philippines is a nation archipelago composed of 7,100 islands, one-third of which are yet unnamed and uncharted. It was first sighted by Westerners on March 16, 1521, by a Portuguese explorer Ferdinand Magellan who at that time was working for the Spanish monarch, Queen Isabela I. For almost 327 years, the Philippines remained a Spanish Colony until 1896 when the first Philippine Revolution took place. However by 1898, after the capture of Emilio Aguinaldo, the first President of the short-lived Philippine Republic, the country was taken over by the United States of America for a period of 50 years.

It was during the American Regime that the Philippine Educational System, patterned after the American Public School System, emerged. This system largely influenced the training and education of the Filipinos up to the present. So it is no wonder why the Philippines is considered one of the more literate people of Asia.

The Philippine Educational System presently is the product of five evolutions: (a) the Thomasite, (b) the Pre-World War II, (c) the Post-World War II, (d) the Pre-Martial Law, and (e) the Post-Martial Law Eras.

The Thomasite Era was marked by the coming of the first American teachers in the Philippines. They were called the Thomasites due to the fact that these teachers arrived in the country on board the passenger liner SS Thomas. These people started the Public School System in the Philippines.

During the years preceeding World War II, the Philippines had a close-knit public school system that ran from Aparri to Jolo (i.e., from the northernmost part of the archipelago to the last big island of Sulu at the south of Mindanao). English was the medium of instruction and subjects like U.S. History and Government were included.

However, the world was disrupted by one of the worst disasters in world history by the coming of the Second World War. The Philippines became one of the fiercest battlegrounds at that time which left the country the "Warsaw" of Asia. The Japanese occupied the country for almost three years and tried to establish their own brand of education. But the Filipinos resented the system and thus, no following took place.

After the war, the country tried to rebuild herself from the ashes of ruin and through the help of the U.S. Government finally achieved its independence on July 4, 1946. Following this independence, was the slow but moving development of the public school system designed to accommodate the large number of children who were forced to mass-leave schools at the onset of World War II. Again the medium of instruction was English.

The Post-World War II educational system was characterized by a deep sense of love for the Mother Country and a strong sense to be recognized internationally. Thus, subjects such as World Literature and World History were flourishing. The flowering of this educational system was the establishment of Philippine Normal College in Manila to answer the growing need of teachers in the country. This College became the proto-type of teacher's college for the whole country.

By the late '50's and the beginning of the '60's, the Philippines had the same number of colleges and universities as England and the United States. Prior to the 1972 Imposition of the Martial Law by Ferdinand E. Marcos, the Philippines was educating 80% of its population in the whole gamut of public and private school systems running through its 7,100 islands.

On September 21, 1972, the notorious Philippine Government headed by Marcos, declared Martial Law throughout the country. For seven days, the country was in uneasy silence. Schools, radio and T.V., newspapers and the whole mass media were suppressed. People were shot on sight in wee hours of the night and the whole Philippine Armed Forces became the only known power.

After that infamous seven days of Martial Law shock, the country slowly regained its composure under the new regime. The educational system took on a new twist with the new code for education churned by the military government suppressing anything contrary or not in consonant with the thinking of the new society government. The period of Martial Law was eight years of conformity, awkward silence, and suppressed academic freedom in Philippine education. Furthermore, military service laws such as youth development training, youth civic and action programs, and citizen's military training became compulsory throughout the country especially in the secondary and tertiary levels.

The Martial Law Government was lifted officially on January of 1981 but its effects were only felt a year later in the education circle. Thousands of young students from key cities of Metro Manila, Davao, and Cebu started to openly criticize the Marcos Government and its way of handling the nation's economy. The University of the Philippines became the front-liner in these protest movements that swept the country like a wildfire. These things reached their feverish peak last August 21, 1983, when the foremost opposition leader, Benigno Aquino, was brutally murdered on the tarmac of the Manila International Airport while on his last leg of his final visit to the Philippines after a year and a half of self-exile in the U.S.A.

The Educational System of both the public and private in the Philippines right now, 3 years after the lifting of Martial Law, is characterized by extreme and open defiance to the present government. Although the medium of instruction is still predominantly English, the nationalistic spirit that emerged after the death of Aquino slowly adopts the Filipino language in some subjects such as Philippine History and Literature, Philosophy, Religion, and Social Sciences.

Under that scenario, the teacher education in the Philippines today takes on a lot of tasks and pressures. For one, there is a decline of students entering teacher's colleges especially in the rual areas due to economics. Our teachers are presumably the lowest paid in the professional level and the most taxing of professions. Vacancies abound around the countryside especially in Samar, Palawan, and the deep sections of Mindanao and Sulu, but the precarious peace and order situations in those places scare off would-be tutors despite government and private agency campaigns.

Although to study to become a teacher is one of the least expensive in the country, the prospect of becoming well-to-do is very negligible or virtually non-existent. No one gains money by sticking to teaching all your life, in my country. So a lot of teachers who want more in life leave the teaching profession and throw four years of hard study to trade in with a more profitable job. To date, approximately one thousand teachers a year leave the Philippine soil to work abroad as domestic help or governesses. This exodus adds up to the steady flow of brains out of the country. The teachers now rank third in number of Philippine professionals outside the country after the doctors and nurses.

This is the sad flight of teacher education in the country today. However, we still have the other side of the coin, which throws a glimmer of hope in the current educational crisis that is besieging the nation.

In 1977, under the leadership of the Notre Dame Educational Association (NDEA) and Notre Dame of Marbel College (NDMC), a new program was designed to alleviate the lack of teachers in the highlands and deep sections of Mindanao and Sulu. This was the development of the now ATTCC Program. ATTCC stands for Accelerated Teacher Training for Cultural Communities, but is commonly known as the "para-teacher program." This prototype project is a non-degree two-year training program which proposes to develop every two years 60 cultural community teachers who will teach in their own communities after the training and the promotion of better understanding among divergent ethnic groups involved in the project. It is good to note that Mindanao, the southern-most island of the Philippines as well as its second biggest, boasts of a great number of ethnic people ranging from the numerous and Moslem dominated Maranaos and Maguindanaos to the few but Christianized T'bolis, Bilaans and Bagobos, and to the still unreached stone-age people the Tasadays, and forest dwellers, the Mandayas.

The development of the ATTCC Program in the based college of Notre Dame of Marbel affects the pattern of development of teacher education in that part of the country. Furthermore, ATTCC is the only one of its kind in the Philippines that tries to answer the need of teachers in these remote and rural places of Mindanao and Sulu. While the urban colleges turn out high class teachers for the cities and the neighboring towns, the remote villages have only the ATTCC to look toward, to get their share of teachers.

Definitely, the Philippines with the coming of more committed Filipinos in the educational field hopes to continue to grow and develop its teaching force from days on. Like any developing nation, it is committed to the task of building its youth and citizenry no matter what is the cost, no matter what is at stake. Neither the political nor the economic conflicts that are being waged right now can dim the light of hope the Filipinos are looking forward to in the education sector.

Thus, we the educated people of the Philippines of today, who are committed to this task of bringing education to the country cannot give up and must continue to search and innovate for the purpose of bringing the best in the country today and the years to come.

Friday, October 11
2:40 - 3:10 p.m.

National Rural Teacher Education Conference/Bellingham
October 9-11, 1985
TEACHER INCENTIVES IN RURAL SCHOOLS

by: Dr. Bill J. Reynolds and Dr. JoAnne Martin-Reynolds

This presentation is a progress report on activities of a United States Department of Education grant for teacher incentives, 1984- December, 1985. The focus of the grant was developing plans for teacher incentive structures and career development designed to improve the quality of elementary and secondary teaching in three rural school districts in Northwest Ohio.

The project emphasizes the involvement of teachers, administrators, members of boards of education and community members in determining appropriate teaher incentive structures for their districts. Each of the three districts is designing or have designed incentives which are distinctly different from one another, including monetary and nonmonetary incentives for teacher recruitment and retention.

The districts are presently analyzing survey information, and preparing recommendations for school board members for presentation.

Target Groups:

Item	Elmwood	Vanlue	B-C-Salem
1. Enroll/K-12	1480	358	1810
2. No. Tchers	71	23	98
3. AssVal per student	$44,222	$57,500	$129,058
4. Exp/per stu	$ 1,827	2,451	2,623
5. Survey returns			
Community	30%	ND	ND
Teachers	61%	ND	ND
6. Major goal	Improve ed. environ of district	Recruit & retain tchs	Increase tchr motivation & performance
7. Identified incentives	Recognition awards Money Letters of merit	Under study	Tuition waivers Day for goal-setting Dept. chairs Mentor Tchrs

Tuition waivers
Money for classrooms
Released time
Titles

Grants for classrooms
Supplemental contracts
early retire
prof days
Released time

John Bonney

Friday, October 11
2:40 - 3:10 p.m.

PREPARING MUSIC EDUCATORS FOR SMALL SCHOOLS

Hand Out of Comments and Suggestions

Presentation for the
National Rural Teacher Education Conference
Western Washington University
October 9-11, 1985
Presented by John Bonney

PREPARING MUSIC EDUCATORS FOR SMALL SCHOOLS

STANDARDS

Standards by which a music teacher must always measure are: (1) is it good for the students?, (2) can it be justified by what the students are assumed to gain? (3) does it further their music education?, (4) can the resources being used be jusitified?

The music educator is, after all, functioning in music education primarily for the benefit of the student. This philosophy is agreed to by a majority of people, including administrators and small community citizens. Any music class or other activity must always be measured against the positive benefit it is supposedly offering the student. Benefits to school district, parents, or community are outgrowths of the benefits to the students. The benefits to the student should be direct, resulting in benefits to others.

In the actual circumstance the citizens of small communities and administrations of the small school districts unfortunately often seem to be emphasizing the following criteria as being the goals of music education: (1) large performing ensembles, (2) entertainment of the public in as impressive a manner as possible, (3) unfailing support for athletic events, (4) a good public relations tool, and (5) participation in extracurricular music events to help bring recognition to the school.

Some may believe the foregoing are the essence of music education but new music educators are seemingly not taught to be aware that they exist. Additionally they are not taught that those standards may work against the goals for music education which most benefit the student. The pre-service trainees are given worthwhile parameters for music education in their training, only to be caught in the web of standards imposed by the segments of the populations they serve. These other standards need exposure and clarification in college training programs.

Pre-service training of music educators does not openly espouse such concepts. However, by ignoring these other standards, college music educators may leave the wrong impression with the new music teacher in a small school district. These public-based standards for music education are allowed to become entrenched when pre-service training ignores the situation. Many music educators in our public schools will recognize that these are standards under which they have been teaching whether they chose them or not.

There is a great deal of basic training in college in establishing sound goals and objectives, developing students' abilities in sightsinging and eartraining, helping the music student enjoy music and gain aesthetic insight, and helping the student gain a well-balanced musical background that will bring much pleasure and satisfaction throughout life. This valuable training has a tendency to become lost within the need for the music educator to meet the public standards mentioned.

When the new music educator is trying to become established in the profession, the need for producing the impossible with a nine-piece band at a football game becomes a much stronger priority than remembering the goals and purposes for music education. Some new music educators might legitimately wonder why the program of pre-service training didn't bother to discuss what might be done about the nine-piece band that is forced to perform at a football game.

Frustrations developing from the pressures of trying to meet these questionable standards may cause the music teacher to seek a change. The options for many become: (1) to move as soon as possible to a larger school district, (2) to leave music education or, (3) to leave teaching entirely. This author has known of young teachers in music in small school districts that have left positions in mid-year, or other inopportune times, because of the inability to find answers to the frustrations of the demands of teaching music under the existing circumstances. Perhaps they would have left music education regardless of circumstances. Perhaps they would not have if they had received some additional help, or some additional awareness.

MUSIC EDUCATION GOALS ANALYSIS

The author would like to recommend the following considerations when analyzing the existing music curriculum in a small school district:

1. Can the resources used for the present musical activities be justified by sufficient educational benefit to the music students?
2. Are the ensemble members learning anything about music other than the written musical part for which they are responsible?
3. Are all music students offered the opportunity to increase their knowledge of the fundamentals of music?
4. Are music students, where applicable, afforded the

opportunity to participate in performance media other than the full choir or band?

5. Are there aspects of the present music curriculum that would be better served by the implementation of the use of stringed instruments?
6. Are all music students increasing their abilities to sing or play at sight (including keyboard)?
7. Are all music students increasing their abilities to hear pitches and reproduce them in written form?
8. Are all music students having regular experiences in improvisation, using both voice and instrument?
9. Are all music students afforded regular experiences in the composition of music?
10. Are all music students afforded regular experiences in conducting music?
11. Are all music students afforded regular experiences with movement to music?
12. Are all music students afforded regular opportunities to hear other performers in a variety of musical styles and periods, both recorded and live?
13. Are all music students afforded the opportunity to experience folk and ethnic music?

This list is not exhaustive nor is it prioritized. Number 1. in the list is a case of judgement and answers are not necessarily clear nor obvious.

In the foregoing list, in questions where it appears, the emphasis should be on the word "all." Music and music education is for all people. In public schools of any size it is for all students.

CURRICULUM CHANGE

The data of the author's study shows that the music curriculum in small school districts consists almost exclusively of the larger vocal and instrumental ensembles. However, there are other types of performance media applicable to small school music programs. In many cases they are better options. Recommendation is made to change the emphasis to smaller ensembles.

Some experimentation in performance media using smaller numbers of people is advised. The experimentation should always be preceded by thought and written planning. The music teacher in the small school must decide how the goals and objectives in music can be implemented by using smaller performing forces. All steps of this type need to be discussed with administration. The teacher should explain the suggested changes to the administration clearly and emphasize the desire to make the changes in order to strengthen the benefit of music education for the students. First and foremost music educators are involved so that music students gain through music, insight and satisfaction in life .

If one doesn't have a clear plan with clearly understood goals as the basis for actions the results will probably be of much less value than if planned well. The student suffers the greatest loss in this case.

Secondly, the teacher should create a written plan including possible literature. This is a time consuming aspect. There is no quick or easy substitute for written plans. It is in the written plans, beginning with general goals, that cohesion begins to take place. Once this is done, however, one will have established an important link in the process. It is usually less time consuming to return to written goals and objectives and make changes as necessary than it was to write them originally.

Perhaps it would be helpful to establish a list of guidelines in the form of general questions to facilitate thinking and planning. These questions and their answers can be referred to often as each step of the currciulum is considered. Some possible questions might be as follows:

1. What are we trying to accomplish in music education?
2. How do these goals apply in this small school district?
3. Are these goals presently being met in the best possible manner?
4. How can we increase the benefits of music education for the students?
5. How are these changes likely to affect the school district, administration, parents, and community?
6. How can I best explain the suggested changes to others?

The administrators will need to see what the music teacher has in mind through an organized, written curriculum guide. When considering major changes in curriculum, the school board may be involved. The administrators and school board will also be interested in any change in the district's financial responsibility.

Thirdly, after planning the curriculum changes, including objectives, comes implementation of the plan on a daily basis. One should not expect obvious positive results in a short time although in some instances this will happen. New plans should be given time to show value. Major changes in curriculum may take a year or more to develop. Changes of a more minor or specific nature may not need that much time. Changes of a global nature may need to be observed and evaluated for a number of years. For example, changes seeking implementation of the general goal of better classroom music programs for kindergarten, first, and second grades, need years to show the full effect.

Lastly, plans should be adjusted on a regular basis.

Evaluate what has been done and make changes where needed. This is a very important step in the process. Some changes will need to be dissolved entirely and others will need major replanning. Still others will require only minor adjustment.

COLLEGE AND MUSIC EDUCATION IN SMALL SCHOOLS

During the process of personal interviews in the pilot study of his research, the investigator was interested to note that interviewees from small schools felt that they didn't receive enough help from nearby colleges. Whether or not this was true, it is the perception of these teachers. The colleges included both four-year institutions and community colleges. The lament was common, however, that the nearest colleges were not making enough contact with them.

It is essential that college music departments have regular contact with small school music programs. It is essential that they provide regular gatherings focusing on helping the music teacher in the small school district. Workshops and clinics of all kinds are needed and appreciated. Besides providing additional insights into methods and materials, such gatherings serve to lessen the isolation effect and help music educators in small schools realize they are not alone.

It is also important that performing groups from colleges travel to the small schools for performances. Such performances serve to reduce isolation, allow students to hear other performers, and provide recruitment for the college. There are only a relatively small number of four-year colleges in the northwest, basically centered in the areas of heaviest population. The community colleges must assume as much responsibility as the four-year schools. Responsibility for music education falls on all.

It is advisable for the music educator in the small school district to contact the nearer colleges. Let them know what is happening in small districts. Let them know how they can help.

Pre-Service Training Relevancy

A subtopic of great importance to the general topic of music education in small school districts is that of the relevancy of pre-service music teacher training. The author has mentioned the terms "generic music education." It seems that the vocation of music education is prepared for by completing a program that makes little distinction between conditions in small schools and conditions in schools of greater enrollment.

There is often little correlation between the experiences of the undergraduate music educator and the conditions encountered in small school districts. Most prospective music teachers do practica, observations, and student teaching in schools of moderate to heavy student enrollment. These activities are not the same as experiences in a small school. It is important and useful to experience the techniques used in a choir of eighty mixed voices, a wind ensemble of sixty or more, or a class in history and theory for twenty-five. But the small school district is going to offer none of these enrollments. The possibility is strong that the new music teacher will be accepting a first position with a small school district.

During their training, the prospective music educators need to experience the band of fourteen, the choir of ten, and the lone high school music student that wants some extra knowledge about music after school.

Perhaps pre-service programs should emphasize small ensemble experience for the prospective music educator. It is experience with small ensembles that is going to give these music educators valuable background when they later plan for and work with smaller numbers of students. The emphasis in college work as in public schools is on the large ensemble. A more relevant pre-service training may be in chamber groups of various types. This emphasis would not only give active experience in small ensemble performance but would add awareness of appropriate literature and techniques.

The relevancy of pre-service training to elementary classroom music is much higher. Elementary classrooms tend to have the same similar numbers of students regardless of district enrollment. Materials and equipment available for classroom music is similar. The difference for classroom music is that the music teacher in small school districts is often spread too thin to be able to reach all or even a major part of the elementary students.

Priorities for classroom music in the small school district need to be discussed more thoroughly in pre-service training. The prospective music educators must understand that training in elementary classroom music is not to be taken lightly. There are many educators in small school districts that prepared to specialize in vocal or instrumental ensembles at the secondary level. Many then find themselves in a position as music teacher for a small school district. As the only music educator in the district they are responsible for elementary classroom music. It can be a rude awakening for that individual when realizing the need for more knowledge and experience in elementary music, as well as in other musical disciplines outside of their specialization.

One way in which pre-service training can be made more relevant is to provide increased numbers of experiences in small schools. Pre-service musical experiences should not be limited to the larger schools.

Experiences should not only develop awareness of educational jurisdictions which have been identified by the investigator as small school districts. It is important to also remember the circumstances in those school districts that are only slightly larger where many of the problems of the small district carry over. There are a large number of music teaching positions involved and many new music educators are going to accept these positions.

Other than increasing experiences in small schools during pre-service training, one of the most important measures to be taken is merely to add a strong small school emphasis. This should come in classes involving methods, pedagogy, literature, and techniques. It is most important that college pre-service training programs in music education place more emphasis on conditions in small school districts. Those conditions are not all negative. They are just different from larger districts. They are different in enough ways that the new teacher needs to be informed of them. It must be emphasized that lower student enrollments do make a difference.

It behooves the college pre-service programs to become knowledgeable about the conditions under discussion and to find ways of communicating that knowledge to their students. Many music educators in colleges began teaching in a small school district. It would be interesting if college music educators spent a year as a music teacher in a small school district on a regular basis. The necessary relevancies would soon become apparent.

ISOLATION

The author would like to suggest some possibilities to reduce the effects of isolation.

For the benefit of students and teachers:

1. Plan field trips for the students as often as is compatible with district allotted funds as well as class needs and functions

2. Field trips usually should be related to music
3. When possible, plan trips involving performances by musicians from your schools for people in other communities
4. Plan field trips to hear performances by professionals
5. Participate in multi-jurisdictional music gatherings when feasible.
6. Attend performances given by other small schools.

For the benefit of music teachers:

7. Since a music teacher must frequently puruse new musical materials, travel to a music dealership to do this as often as feasible
8. Meet with peers from other school districts on a regular basis; at least once a month
9. Attend music reading clinics
10. Attend professional enrichment activities, especially MENC-related conferences
11. Be an active member of professional organizations
12. Read professional publications
13. Attend performances and displays of the arts in larger communities on a regular basis

TABLES

General Information

TABLE 1. The Number of Small School Districts Receiving a Questionaire

1980-81 Questionaire			1983-84 Questionaire		
Wash	Oreg	Total	Wash	Oreg	Total
n=103	n=83	N=186	n=100	n=80	N=180

TABLE 2. Mean Student Enrollment for School Districts with an Enrollment of Eight Hundred Students or Fewer, 1983-84

	1983-84		
	Wash	Oreg	Total
	n=62	n=45	N=107
Grade			
K-4:	165	169	166.6
5-8:	119.5	116	118
9-12:	132	125	129
K-12:	393.6	368	383

TABLE 3. The Percentages of Small School Districts Having Written Goals and Objectives for Music

	1980-81			1983-84		
	Wash	Oreg	Total	Wash	Oreg	Total
	n=52	n=41	N=93	n=62	n=43	N=105
Grade						
K-4						
Yes:	30.8%	63.4%	45.2%	32.3%	58.1%	42.9%
No:	69.2%	36.6%	54.8%	67.7%	41.9%	57.1%
5-8						
Yes:	36.5%	61.0%	47.3%	37.1%	62.8%	47.6%
No:	63.5%	39.0%	52.7%	62.9%	37.2%	52.4%
9-12						
Yes:	38.5%	68.3%	51.6%	40.3%	69.8%	52.4%
No:	61.5%	31.7%	48.4%	59.7%	30.2%	47.6%
Mean						
Yes:	34.6%	63.4%	48.4%	37.1%	62.8%	47.6%
No:	65.4%	36.6%	51.6%	62.9%	37.2%	52.4%

Curricula

TABLE 4. The Percentages of Small Schools Reporting Various Music Curricula for Kindergarten Through Grade Six

	1980-81 Questionaire			1983-84 Questionaire		
	Wash n=62	Oreg n=43	Total N=105	Wash n=62	Oreg n=45	Total N=107
K-4						
General Music:	82.3%	81.4%	81.9%	79.0%	84.4%	81.3%
Choir:	1.6%	7.0%	3.8%	3.2%	4.4%	3.7%
Band:	3.2%	0	1.9%	0	0	0
Eurythm:	0	0	0	0	2.3%	0.9%
5-6						
General Music:	51.6%	69.8%	59.0%	50.0%	64.4%	56.1%
Choir:	12.9%	6.8%	10.5%	14.5%	22.2%	17.8%
Band:	83.9%	69.8%	78.1%	87.1%	73.3%	81.3%

TABLE 5. The Percentages of Small Secondary Schools Reporting the Classes in Their Music Curriculum

	1980-81 Questionaire			1983-84 Questionaire		
	Wash	Oreg	Total	Wash	Oreg	Total
	n=56	n=35	N=91	n=60	n=43	N=103
Class						
Choir						
(7-8):	30.4%	25.7%	28.6%	33.3%	48.8%	39.8%
(9-12):	67.9%	51.4%	61.5%	60.0%	58.1%	59.2%
(7-12):	16.1%	8.6%	13.2%	15.0%	9.3%	12.6%
Band						
(7-8):	62.5%	51.4%	58.2%	56.7%	58.1%	57.3%
(9-12):	66.1%	54.3%	61.5%	51.7%	62.8%	56.3%
(7-12):	25.0%	20.0%	23.1%	36.7%	14.0%	27.2%
MusicApp:	8.9%	5.7%	7.7%	8.3%	9.3%	8.7%
InstJazz:	8.9%	2.9%	6.6%	6.7%	14.0%	9.7%
VocJazz:	12.5%	11.4%	12.1%	6.7%	20.9%	12.6%
Guitar:	7.1%	5.7%	6.6%	6.7%	2.3%	4.9%
OtherMus:	5.4%	2.9%	4.4%	1.7%	2.3%	1.9%

Lorelie Olson, Harriett Kovacevich
Friday, Oct. 11
2:40 - 3:10 PM

ABSTRACT

TELECOURSES -- AN ALTERNATIVE FOR TEACHER INSERVICE PREPARATION

Telecourses are one alternative for teacher preparation, both in remote and densely populated geographic locations. In this presentation the presentors will share their experiences in working with several telecourses for inservice teacher preparation.

Areas that will be addressed are criteria for the selection of already prepared telecourses, availability of telecourses, advantages of courses by television, participants' responses to and evaluations of courses by television, and organization of assignments for telecourses that will allow participants to work on individual goals.

Presentation

Mode of presentation will be lecture and video tape of a sample segment of a television course.

General Purpose

Participants will learn about the advantages of already developed inservice telecourses for rural school personnel.

Objectives

Participants will:

(1) review criteria for the selection of already developed telecourses

(2) learn about successful practices in organizing and monitoring student work in telecourses

(3) view a sample segment of a telecourses that was highly rated by participating students

(4) become aware of sources of telecourses

Rural Focus

Rural areas have special problems or considerations that need attention when planning inservice teacher preparation programs. These problems include:

(1) geographic location is sometimes not within commuting distance of a university

(2) enrichment opportunities within rural communities are sometimes limited

(3) teachers often lack contact with other educators outside their own school setting

(4) observation opportunities are limited

(5) elementary teachers often teach multiple grade levels within a class

(6) secondary teachers frequently teach many subjects, some of which may be outside their major fields

Our presentation will attempt to show how courses offered on television can address these needs and considerations.

Practical Implications

(1) Since many excellent television courses are already developed, initial planning time for district personnel is greatly reduced.

(2) Most telecourses have study guides and selected readings as part of the package.

(3) Most requirements can be readily adapted to meet diverse needs of individuals and groups.

Changing courses

PBS strives to upgrade educational television, and uses Washington to test its new approach

by Kathleen Brooks
Times staff reporter

Just 10 years ago, if Roy Carlsen of Port Townsend had enrolled in a writing course that was broadcast on educational television, he would have been subjected to an instructor droning on about punctuation and grammar in front of a chalky blackboard. Back then, telecourses deserved an "F" for excitement.

But times are changing, as Carlsen attests. He took a TV writing course last spring and was astounded by its flashiness. "I think it was really good," says Carlsen, 33, who has a master's degree from the University of Washington. "The presentation, especially, was quite excellent."

The excellence was no fluke.

The Corporation for Public Broadcasting — which offers the bulk of the nation's telecourses on PBS affiliates such as Seattle's Channel 9 — has joined with the Annenberg School of Communications at the University of Pennsylvania on a 15-year project to upgrade and modernize educational TV. A pilot program to test its effectiveness is about to begin in Washington and four other states.

The motivation is public television's desire to appeal to a growing market: urban sophisticates interested in taking courses in history, economics and biology, but not in going on campus. In other words, educational TV wants to attract yuppies too busy with demanding careers, family commitments and social activities to attend evening or weekend classes.

But to draw the Volvo-and-brie crowd to college-credit telecourses, PBS believes it must go beyond filming deadly-dull lectures.

"Traditionally, educational TV just hasn't been very visual," says Hilda Moskowitz, executive assistant to the director of the Annenberg/Corporation for Public Broadcasting Project in Washington, D.C. "But at last, we've gotten smarter."

PBS is striving for realistic depictions of issues and situations. A course aimed at educators on discipline problems in schools, for instance, shows children squabbling and teachers wringing their hands.

"A big value of telecourses is that dramatizations as well as actual teaching situations can be viewed by the learner," says Harriet Kovacevich, an administrator at Seattle Pacific University. "These transmit learning that not even the best lecture can convey."

Like on-campus peers, telecourse students register, pay, study, do homework and get credit for courses through local colleges. But they receive information from the tube and turn in assignments through the mail. Personal contact with teachers ranges from once a semester to once a week, depending on course requirements.

The change from the 1950s, '60s and '70s is that students now see dramatizations as well as lectures during the TV portion. In an upcoming course on war, for example, the curriculum includes a documentary on Marine Corps boot camp, "the 10-week regimen of precise, calculated stress that changes ordinary 18-year-olds into soldiers prepared to kill on command."

The new-and-improved courses, which cost about $300,000 to produce, are financed with a $150-million grant awarded in 1981 by the Annenberg School. PBS affiliates aired the first of the programs last season and attracted about 350,000

Please see **COURSE** on E 3

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COURSES

continued from E 1

students, up from 55,000 three years earlier.

About 75,000 Washingtonians took courses via Channel 9 in the first half of 1985. About 10 times that number watched without signing up for credit, according to station research.

Starting this month, interviewers will study the ways telecourse students in Washington, Massachusetts, Georgia, Florida and Wisconsin respond to the content. The aim is to come up with topics, production and even advertising techniques to attract large numbers of 25- to 45-year-olds.

Researchers here will determine community reaction to classes offered in conjunction with Bellevue Community College, Seattle Central Community College and Wenatchee Community College. The three have set up a common office called Puget Sound Telecommunications Center in Bellevue.

Currently, all telecourses shown on Channel 9 are produced elsewhere and feature teachers skilled in video presentation. Participating schools pay a fee to PBS, but the publicly funded network bears most of the cost.

Students pay about $150 to register for the courses, of which colleges earn about $75. It goes in part for the salaries of the local teacher, who does not appear on TV but does grade papers and handle inquiries.

"I think within five years, it will be possible to get a four-year college degree without ever going to campus," says Nicki Jack, manager of learning services at Channel 9, which shows the bulk of educational programs in the Seattle area. "That's really an amazing change."

Currently, Channel 9 runs 15 hours per week of for-credit programming. It plans to double and triple that time as the project expands.

The expansion will be targeted to harried executives who already have one or two degrees. Formerly, most telecourse students were in the first or second year of undergraduate work.

"My challenge was to make on-campus sessions and what they saw on TV relevant to their daily work life," says Susan Cowan, a teacher at Bellevue Community College who recently supervised a telecourse. "I see a lot of potential in the medium of television for upgrading the skills of the average business person."

The medium also has potential for eliminating traditional conflicts between education and family.

"I took a writing course on TV specifically because I didn't have to go anywhere," says Linda DeCample, 37, of Renton, a teacher with two children.

VCR owners appreciate being able to watch lectures at their own convenience, rather that during an inflexible meeting schedule. Video also enables them to rewatch portions of a program for better comprehension.

"My husband and I watched our business course both ways, sometimes during the regular time and sometimes with our VCR," says Nancy Kimberly, a horse trainer from Issaquah who is in her 50s. "I think TV made the course live far more than a textbook could have."

Seven new telecourses are coming up

Interested in receiving college credit for watching a weekly educational program on Channel 9? Here are seven upcoming telecourses with starting dates. Most run 10 to 15 weeks. For information on cost and enrollment procedures, call Puget Sound Telecommunications Center at 641-2258.

■ Dealing In Discipline, 8 to 8:30 a.m. Sept. 28: Dramatizations of discipline problems and solutions, aimed at teachers.

■ The Write Course: An Introduction to College Composition, 8:30 to 9:30 a.m. Sept. 28: English rhetoric and composition with clear strategies for pre-writing and revision.

■ The American Story: Beginnings to 1877, 9:30 to 10:30 a.m. Sept. 28: Story of America from prehistory to the Centennial.

■ The Business File: An Introduction to Business, 10:30 to 11:30 a.m. Sept. 28: Overview of foundation and forms, organization and management, internal, working environments and challenges.

■ War: A Commentary, 9 to 10 p.m. Oct. 1: Trek though two centuries of world military history with Canadian journalist Gwynne Dyer.

■ The Brain, Mind and Behavior, 9 to 10 p.m. Oct. 14: Slickly produced examination of human responses to the world.

■ Spoonful of Lovin', 11:30 a.m. to noon Oct. 19: Fundamentals of family daycare homes, geared toward providers.

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Ray Simmers-Wolpow

Friday, October 11
2:40 - 3:10 p.m.

THE FERNDALE LIBRARY AND STUDY SKILLS SURVEY

SUMMARY

Data and Data Analysis (1985)

In May and June of 1985, nearly twelve hundred Ferndale students (grades 8-12) completed a 68 question survey which gathered information regarding their strengths, their weaknesses, and the value they placed on using library and study skills in the content areas. More than 150 pages of data and data analysis were compiled from their responses. What follows is an abbreviated report of what the students had to say and what the analysis of their answers revealed.

(c) Copyright 1985, Ray Simmers-Wolpow
Remediation Teacher
Ferndale High School
August 1985

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SUMMARY OF THE FINDINGS: (August 1985)

A. BACKGROUND INFORMATION: (Questions 1-12)

===

Questions 1-12 solicited background information. Students were asked to report their current grade, their gender, how long they had been attending FHS, their ethnic origin, the average amount of homework they did each night, the number of library visits they made per week, what their grades were usually like in social studies, math, science, and English, and whether they planned to attend college and/or tech school.

Many of these questions were later used as reference criteria to create subgroups to analyze the responses of different parts of the school population.

===

(Grade)

1,192 students completed this survey. These students were fairly evenly distributed between the 8th and 12th grade with the exceptions of the 10th grade which contained (24%) of the respondents and the 12th grade which contained (13.9%) of the respondents.

(Gender, Ethnic Origin)

There were approximately (6%) more males than females, about (9%) of the population responding were American Indian, (86%) were White Americans. The Asian, Black and Mexican American population totaled less than (5%) of the students responding.

(Homework)

Most students (43%) reported that they averaged between 1/2 and one hour of study or homework per night. (11%) reported doing no study or homework at all. (26%) reported doing less than 1/2 hour per night. Therefore, a combined percentage of (37%) of Ferndale students reported doing 1/2 hour or less of studying and homework each night.

It will surprise few that at least (70%) of those who reportedly did well in their academics averaged between 1 and 2 hours of homework and study per night. A proportionately high percentage of students reportedly "weak" in their academics (51%) did 1/2 hour or less of homework and study each night.

Interestingly enough, the highest percentage of those who reportedly "always" got nervous when taking an exam was the group which spent more than two hours studying or doing homework each night.

(Library Use)

(85.6%) of FHS students averaged 1 library visit or less per week. (52%) of the population as a whole reportedly averaged 0 visits. There is a notable drop in library usage progressing from the Class of '89 to the Class of '85.

(Academic Achievement)

The following is how students reported their grades in the four academic disciplines:

("strong" = Usually A, B, or C)
("weak" = Usually D or X)
("pivotal" = Sometimes A, B, C and other times D or X)

Discipline	"strong"	"weak"	"pivotal"
Social Studies	67.25	11.25	19.90
Math	73.38	8.22	16.96
Science	71.28	9.57	16.62
English	72.46	9.58	16.79

Math: The percentage of students reporting "strong" grades in math steadily decreased between the Class of '89 and the Class of '86. The Class of '85, however, made a notable turnaround.

Science: There was an increase in the number of students reporting to be "weak" or "pivotal" in science between the Class of '89 and the Class of '88. The percentage of students who reported "strong" grades in science steadily decreased between the class of '89 and the Class of '86. The Class of '85, however, made a notable turnaround.

English: There was a notable shift from reportedly "pivotal" English students in the class of '89 to reportedly "weak" English students in the Class of '88. When compared to the two classes their junior, there was a notable decrease in the percentage of students who reported that their grades in English were "weak" or "pivotal" in the class of '85.

American Indians: American Indians reported proportionately fewer "strong" grades and more "weak" and "pivotal" grades across all disciplines. For example, whereas (71%) of all students considered themselves "A", "B", or "C" students in science, only (40%) of Indian students responded in this category. Whereas less than (10%) of all students surveyed considered themselves "D" or "X" students in science, (21%) of Indian students answered within this category.

(College?)

Close to (50%) of the students reported they planned to go to college. (17%) had no such plans, (28%) were not sure, and (5%) hadn't thought about it yet. A notably smaller percentage (39%) of the Class of '86 indicated that they planned to go to college.

(Tech School?)

(23%) planned to go to "Tech" school (Voc. Tech., Beauty School, Business School etc.) (35%) had no such plans, (33%) weren't sure, and (8%) hadn't thought about it yet.

B. LIBRARY SKILLS AND USAGE: (Questions 13-22)

==

Questions 13-22 presented the student with two library usage problems and a series of library skills. The student was asked to select an answer most like how he/she would handle these situations and to evaluate his/her library skills.

Some of the skills listed included using the Readers Guide, card catalogue, book index, microfilm and microfische, writing a 3 page report, a bibiography, footnotes, and locating other resources in the library.

==

(Strengths)

Of the library skills listed, (75%) of students indicated that "locating reference books such as encyclopedias" was a task they easily could do . Many also so rated their skills for "using an index to locate specific information in a book" (58%), "using the card catalogue to find a book by a particular author" (56%), and "locating fiction and non-fiction books" (55%)

(Weaknesses)

Only (21%) of the students indicated they easily could use the microfilm and/or microfische. A low self-rating can also be found for their abilities to "write footnotes" (only 20% could easily), "write a bibliography" (28% could easily) and "use the Readers Guide to find a magazine article about a specific subject"(only 33% could easily).

As one might expect, a high percentage of the students indicated that they were unable, or needed help in these same skills ("reading microfilm" (38%) "writing footnotes" (19%), "writing a bibliography" (15%), and "use the Readers Guide..." (13%)). On the bright side, there is an increasing trend in the percentage of students who reported they easily could use the Reader's Guide from the Class of '89 to the Class of '85.

(Situation Questions)

When sent to the library to find a magazine article to use for a report, most students responded that they would use the Readers Guide to locate information. However, a significant number reported they didn't know what words to look up or what all things listed within meant (14%). (17.5%) reported that they would not use the Guide. Instead they would flip through magazines looking for an article to use.

Similar information was reported in the situation where students were to write a 2 page research paper including a bibliography. A large majority indicated they would use 3 books, taking notes from them each and then drafting a paper from their notes. (20%) admitted they would pretty much copy from the first book they found. Only (6%) reported that they would copy from an Encyclopedia.

Social Studies: "Strong" social studies students felt they were skilled at using the Reader's Guide to find a magazine article or write a report. However, a significant percentage of the "weak" and "pivotal" students reported they were not as skilled. Furthermore, a larger percentage of "weak" and "pivotal" students would not use the Guide for these type of assignments.

English and Social Studies: An interrelationship in skill deficiencies and needs existed for reportedly "weak" and "pivotal" students in both English and social studies. This interrelationship will be discussed later. But for now note that these students, as a group, had trouble using an index to locate specific information in a book, locating fiction and non-fiction books in the library, using the card catalog, writing a bibliography or footnotes, and reading microfilm.

C. STUDY AND HOMEWORK SITUATIONS AND PROBLEMS: (Questions 23-41)

==

Questions 23-41 presented the student with two study and homework situations and a series of common study and homework oriented problems. The student was again asked to choose an answer most like how he/she would handle these situations and to report to what degree he/she was affected by each of the problems.

Some of the skills and problems listed included note taking, time management, knowing what to study, outlining, reading, vocabulary, maintaining concentration, writing things in one's own words, interpreting graphs and diagrams, and solving story problems.

==

(Strengths)

There were a number of questions for which between (65%) and (72%) of the students, as a group, selected "occasionally a problem" or "not a problem at all." From these choices we can conclude that:

(72%) Most students didn't have trouble understanding graphs or diagrams
(71%) Most students found the reading they were supposed to do for most of their classes manageable.
(70%) Most students knew what to study for their tests.
(67%) Most students considered their notes adequate.
(65%) Most students managed their personal problems so that they did not interfere with their ability to concentrate on their schoolwork.

(Weaknesses)

There were a number of Questions for which between (14%) and (38%) of the students, as a group, selected "always" or "often" problems. From these choices we can conclude that:

(38%) Many students were easily distracted while studying
(26%) Many students had trouble writing study outlines
(25%) Many students had trouble with story problems in math
(25%) Many students had trouble getting started on their homework or study.
(23%) Many students often hadn't done all the reading

(21%) Many students found they didn't have enough time to study.
They claimed this was because they had other responsibilities.
(18%) A good number of students felt they read too slowly
(18%) A good number of students reported they didn't study for tests
(17%) A good number of students found their concentration was bad while reading
(14%) Some students had trouble writing things in their own words.

(Situation Questions)

Given a situation in which there was to be a math test consisting of all story problems, (28%) of the students felt they were in trouble. (51%) thought they would do O.K., but wished they were better at them.

With regards to using their notes as the primary source for studying for a test, the largest group reported that they had notes, but they wished they could take better ones. A significantly higher percentage of those students who were reportedly "weak" or "pivotal" in academics expressed the same wish.

Social Studies and English: Once again an interrelationship in skill deficiencies and needs existed between those students reportedly "weak" and "pivotal" in social studies and English. These students, as a group, reported they often found the reading for their classes was too hard, and that they had a problem understanding what they were supposed to read. They also reported that they felt they read too slowly, had trouble maintaining their concentration while reading, didn't always understand the vocabulary in their books, and often hadn't done all of the reading.

On the bright side, there was a significant decrease in the percentage of students who reported having trouble writing things in their own words in the Class of '85 (as compared to the two classes their junior.)

Math and Science: Better than half of students in all academic groupings wished they were better at story problems. Reportedly "weak" and "pivotal" math students saw story problems as a "cause of big trouble" for them. A slightly larger percent of the Class of '88 and the Class of '86 "always" had a problem with story problems. It might surprise some that when students were grouped by amount of time they usually spent doing homework and studying, that the percentage of those reporting that they "always" had problems doing story problems was about the same across all the groups.

(30%) of those reportedly "weak" in science and math reported they "always" or "often" had trouble understanding graphs and diagrams.

D. TEST TAKING SKILLS (Questions 42-55)

==

Questions 42-55 presented the students with a list of problems encountered by many students while taking tests. The student was asked to report to what degree he/she is affected by each problem.

Some of the skills and problems listed included having an appropriate attitude, listening in class to discern the content of the test, following directions, test taking anxiety, essay writing, answering multiple choice and true and false questions, not checking work, not using time well, and not studying enough.

==

(Strengths)

There were a number of questions for which between (64%) and (80%) of the students, as a group, selected "occasionally a problem" or "not a problem at all." From these choices we can conclude that:

(80%) Most students understood the directions on their tests.
(73%) Most students handled true and false, and
(67%) multiple choice questions without making silly errors.
(70%) Most students didn't make silly errors on questions involving graphs and diagrams.
(64%) Most students felt they did an adequate job of planning their test taking time.

(Weaknesses)

There were a number of Questions for which between (17%) and (23%) of the students, as a group, selected "always" or "often" problems. From these choices we can conclude that:

(23%) Many students didn't check their work and realized they suffered consequences because of this.
(23%) Many students reported they had trouble remembering lists of names and places.
(22%) Many students got very nervous when taking an exam.
(21%) Many students had trouble with story problems in math.
(20%) Many students realized that would do better if they studied more.
(19%) A good number of students reported that they blanked out the day of a test.
(18%) A good number of students reported that they were hampered because they felt they couldn't write good essays.
(17%) A good number of students felt that if they learned to listen more carefully in class, they would know better what to study for the test.

Social Studies and English: Once again an interrelationship existed between reportedly "weak" and "pivotal" students in these two disciplines. A large percentage of these students, as a group, reported "always" or "often" having trouble writing good essays. It is worthy of note that of all the classes, the Class of '85 had the smallest percentage of students reporting this as a serious problem.

VALUE RATING: (Questions 56-68)

==

Questions 56-68 asked the students to rate the value of a list of library and study skills.

The student was asked to rate the importance of 13 different skills. These included: finding things in the library, knowing how to study for test, knowing how to overcome study problems, knowing ways to read better and faster, knowing ways to do better on tests, being able to follow directions, being able to write a research paper, being a good listener, knowing how to get more done in less time, learning new vocabulary words, knowing how to figure out story problems in math and science, knowing how to take good notes, and knowing ways to memorize and remember better.

==

(High Value Given All Skills)

The library and study skills most often selected by students as "very important" or "important" were:

(84%)	Being Able To Follow Directions
(83%)	Being A Good Listener
(83%)	Knowing How to Study For Tests
(82%)	Knowing Ways To Memorize and Remember Better
(82%)	Knowing Ways To Do Better On Tests
(81%)	Knowing How To Take Good Notes
(78%)	Being Able To Write A Research Paper
(76%)	Knowing Ways To Overcome Study Problems
(74%)	Knowing How To Get More Done In Less Time
(72%)	Knowing How To Read Better and Faster
(68%)	Knowing How To Figure Out Story Problems In Math
(62%)	Learning New Vocabulary Words
(61%)	Knowing Ways To Find Things In The Library

Not one library or study skill was rated "a waste of time" by more than 3.5% of the students; not one library or study skill was rated "not important" or "a waste of time" by more than 8% of the students.

However, students who were grouped as "strong" in academics assigned greater importance to learning each of the library and study skills than did their peers in the "weak" or "pivotal" groups.

F. RECOMMENDATIONS AND COMMENTS:

The purpose of this survey was to solicit information from students specifically for use in implementing the Library and Study Skills Curriculum written last year at Fort Worden. For recommendations to be used for this purpose please see: "Library and Study Skills Targeted for Improvement (1985-1986 school year). Some other comments, however, seem appropriate at this time.

As mentioned several times already, there a strong interrelationship between reportedly "weak" and "pivotal" students in

English and Social Studies. (83%) of those students who reported they were "strong" in English also reported they were "strong" in social studies. (51%) of those who reported they were "weak" in English also reported they were "weak" in social studies. (54%) of those who reported they were "pivotal" in English also reported they were "pivotal" in social studies.

Add to this the interrelationships in strengths and weaknesses in library and study skills mentioned above and the potential advantages of integrating these curricula become obvious.

It is the opinion of this writer that the extensive data gathered in this survey should be shared in appropriate formats with students, their parents, faculty, support personnel, and administrators. This information can be a valuable tool to help each of us assess where we stand as a school and as individuals, in our efforts to use/teach library and study skills to achieve our potentials in the content areas.

ADDENDUM: Data Compiled But Not Yet Analyzed:

Due to time constraints, data was compiled specifically for the following criteria, however extensive analysis remains to be done: by gender, ethnic background, number of hours spent studying or doing homework each night, number of weekly visits to the library, and by college or "tech" school plans.

ADDENDUM: A Warning About Using "Fill the Bubble" Machine Read Tests:

95 students (8%) of the 1,192 students who completed this survey had one or more unreadable answers (bubble not sufficiently darkened to be read). Students need to be reminded by proctors that if they do not sufficiently darken a bubble their answers may be ignored or marked wrong by the machine reader doing their scoring.

CONCURRENT SESSIONS

FRIDAY, OCTOBER 11

3:15 - 3:45 P.M.

Dr. William G.J. Goetter
Friday, Oct. 11
3:15 - 3:45 PM

ABSTRACT

TOWARD THE 21st CENTURY
SUSTAINING SCHOOL VOLUNTEER PROGRAMS

Goetter, William G. J.
Shreeve, William
Norby, Janet R.
Stueckle, Arnold F.
de Michele, Barbara
Midgley, Thomas K.

A volunteer's job is no longer for the amateur.

No place is that more evident than in the public schools where a new view of the volunteer--one that stresses professionalism--is required of administrators, classroom teachers and, yes, volunteers.

The by-product of this professional thrust is sustainability. By emphasizing the qualities of a professional program, by building reliability, respect, balance, sensitivity, support, training, status and reward into the framework, sustainability becomes part of the structure. In turn, sustainability allows for implementation of these professional qualities. It's a kind of positive Catch 22.

The importance of long-term sustainability cannot be over-emphasized. Once a school volunteer program fails, its resurrection becomes doubtful at best. If the school volunteer concept fails nationwide, utilization of a critical community resource may be invalidated forever.

As evidenced by those programs now celebrating many years of operation, it is possible to sustain school/volunteer partnerships over long periods of time. To find out how, we analyzed components relating to sustainability in the successful Spokane Volunteer Program in the Spokane (Washington) Public School District #81.

Our research identified 22 individual components which we grouped under

five operational categories:

1. District Funding and Support--The program is supported and funded by the central school administration;
2. Neighborhood "Ownership"--Neighborhood schools "own" local programs;
3. Consideration of School Personnel--The program is sensitive to the needs of principals and classroom teachers;
4. Balanced Reward System--The program establishes an equitable balance between monetary and non-monetary rewards;
5. Professional Standards--The program requires and nurtures "professionalism" among volunteers.

Our purpose was to analyze, within a single system with demonstrated success, the dynamics pertaining to sustainability. Not all components will be applicable or desirable in all school volunteer programs. Indeed, the Spokane program has borrowed, adapted and discarded methods used by other communities. But an analysis of these components can provide the framework for a district planning to structure a sustainable volunteer program.

Friday, October 11
3:15 - 3:45 p.m.

Model for Low Incidence Special Education Pre-service Training

Marie Knowlton, Ph.D.

Department of Educational Psychology

University of Minnesota

October, 1985

National Rural Teacher Education Conference

Bellingham, Washington

Model for Low Incidence Special Education
Pre-service Training

Rural schools throughout the country have difficulty in attracting and maintaining certified personnel to serve the needs of low incident handicapped students. In the field of visual impairment these difficulties arise from three basic sources. First, there are a very limited number of programs that provide for licensure of teachers of the visually handicapped. At present, there are only 42 such programs. Second, low visibility of the need for teachers in visual impairment has resulted in limited enrollment in the exisiting programs. Third, the rural schools that do succeed in attracting qualified teachers in specific areas of special education often have difficulty in keeping them. The repeated statement I hear from supervisors and directors of rural programs is the need for continuity in their programs over time. Systematic inquiry indicates that qualified teachers

- for personnel or professional reasons do not wish to disrupt their current teaching schedules to take the additional pre-service instruction required for special licensure;

- the social and personal adjustment required to move to a metropolitan area are too great even for a short term summer enrollment;

- the large university environment is too confusing and anxiety producing; or

- family and personnel commitments do not permit participation in a centralized metropolitan program.

In this presentation I will address these issues as I present a model which is designed for pre-service training in the field of visual impairment. Two pilot programs during the past two years have provided positive support for a model of pre-service training that we now wish to adopt on a broader base. The philosophical intent of the model is to provide qualified teachers in visual impairment to areas where they are needed and where they will provide program continuity to handicapped students who reside in those school districts. Though this model is specific to the field of visual impairment it can be generalized other special education licensures as well.

The model for low incidence pre-service special education teacher training that I am presenting is focused on training teachers in visual impairment education. The pre-service licensure program has four components. All four components must be completed before the student is able to qualify for licensure. There is some flexibility in the sequence of the components but the sequence presented in this presentation is the preferred one.

Core Special Education Courses: At the University of Minnesota all special education pre-service licensure programs are at the graduate level. Within each licensure program there are nine required quarter credits of a general nature. The content of these nine credits are also offered at various other institutions of higher learning in the state. Students may enroll at any college offering these courses, take the courses, and transfer the credit to the University of Minnesota when they enroll for the visual impairment licensure program. The advantage to the student is that they can take almost one quarter of the required curriculum at a location in, or near his/her home community.

Summer Program: Essential to the success of the model is the recruitment of students for two years of summer study. Working through the American Printing House for the Blind annual census we are able to identify school districts that might wish to participate in the coming summer program. This census is more accurate in predicting needs in visual impairment because it is not an unduplicated count and thus includes children who may be multiply handicapped. The superintendents of these schools are contacted and encouraged to identify a teacher or parent with a valid teaching license who would be interested in studying for licensure in visual impairment. We also suggest to the supervisors that regular classroom teachers in the district might wish to consider our program for continuing education credit. These teachers usually take the introductory course in visual impairment and perhaps a methods course. School districts that encourage personnel to take visual impairment courses develop staff that can provide support to the special education teacher, thereby, decreasing the isolation that specialization often produces. The visually impaired students also benefit when more staff are knowledgeable in the special materials and methods used in intervention. Finally, the university program benefits through a larger enrollment for the special courses.

In addition to soliciting local school districts for possible students, all persons who have made inquiries during the past year and all current students in the visual impairment program are informed as to the content and location of the summer program. We identify and encourage prospective students who are well based in their communities. They have families, friends, and professional contacts there and share similar interests and values.

The site for the summer program is chosen from among one of the smaller state colleges which is located outside the seven county metropolitan region of the state. It must be a college that has an active summer program and can provide inexpensive housing, and classroom facilities. Locating the program at a remote campus avoids student stress and confusion associated with adjusting to metropolitan lifestyles and large university administration. We also continue to attract metropolitan students to our program. The change of pace and pattern of study provides learning opportunities that are not available on the city campus.

The courses in the summer program are offered in intense, compact, two to three week sessions. Lectures and laboratories last five hours a day. A student can take from one to four courses each summer, depending on individual needs and interests. The delivery method allows persons with teaching and family commitments to participate in the program. It is frequently possible for an individual to make arrangements for a two-week commitment but much more difficult to provide for a ten-week quarter. Course materials are developed with the intent that they are part of a portable educational program. Each course consists of videotapes, movies, self instruction modules for computers, reprints of appropriate literature, a small library of significant books, and other pertinent materials. Resource persons from the SEAs, state services, and LEAs are invited to address the class. Throughout the licensure program students are expected to compile a file of resources suitable to their home locations for their future use. Each course in the summer sequence is taught only in remote locations. A total of five courses totaling sixteen credits are offered in this manner. A student can complete the summer sequence in two summers of study.

Correspondence Courses: Two of the courses in our training program are well suited for correspondence courses. The courses are taught during the regular school year. The students can take the courses either by attending lecture or by receiving the study packet and fulfilling the requirements. The two courses taught in this manner are literary and mathematical braille. In both these courses students are required to learn to transcribe print into braille. Our students use text editor computer programs that operate much like a standard braillewriter. The lessons are brailled on Apple IIe computers. Upon completion of a lesson the student saves the file and mails the disk to the instructor for grading.

Practicum: A practicum of ten weeks is individually arranged for each student. It consists of several placements for observation and teaching. These placements include residential schools for visually handicapped, resource room programs and mainstreamed placements. The student is paired with a certified itinerant teacher during the practicum to gain experience as an itinerant teacher.

Results:

The model I have presented is currently being tested under field conditions. The Summer of 1985 provided the first test of the summer program. Four courses were offered with a total of eighteen enrollments, a mean enrollment of 4.5 persons per course. The low enrollment strongly reflects the fact that the visual impairment program at the University of Minnesota has been inactive for over ten years. I anticipate that enrollments will increase as the current program gains visibility.

Of interest is a profile of the eight students who participated in the program. The summer program was located at Southwest State University in Marshall, Minnesota. Marshall is a town with a population of 10,000, 150 miles from the metropolitan area. Five students came from rural areas, two from the metropolitan area, and one from another state. However, those from rural areas were not necessarily from the region in which the college was located. The distances the students traveled to class was revealing. Initially, I thought that the major difficulty attracting rural teachers to classes in the metropolitan area was the distance they had to travel. The mean distance between students' homes and the Minneapolis campus is 185.6 miles (range 20-700 miles). The mean distance to the Marshall campus is 210 miles (range 30-700) miles. The average distance traveled by a student per class is approximately 583.3 miles (range 142-1100 miles).

A survey taken of the students determined the predominant reason for taking the courses was an awareness of the need for teachers of visual impairment and an immediate in their home districts which were already enrolling visually handicapped children. Only one student had partial financial support from a local school district. Of the eight students participating in the summer program, six were employed in school districts serving visually handicapped children the following year. Two additional students are full-time graduate students.

The model I have presented is one that (1) attempts to be flexible and address the needs of the field in providing qualified personnel that will remain in local school districts and (2) delivers the certification program in a manner in which participation is possible by those who are most closely in contact with the local districts and their needs. The students in the summer program readily expressed their opposition to the prospect of taking courses in a location that required them to change their lifestyle, force them to negotiate with a large academic administration, and incur the expense of urban living. If we consider the ultimate goal for low incidence special education is to provide continuity to programs through qualified teachers in a least restrictive environment, we provide little support if we do not address the ways in which the target population can access existing programs.

Friday, October 11
3:15 - 3:45 p.m.

YOUNG TEACHER SEMINAR
A MODEL FOR RURAL TEACHER EDUCATION IN-SERVICE

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INTRODUCTION

Teachers in rural schools have a unique need for in-service during their first year of teaching. They often find themselves in a department of one, floundering through problems of budgets, curriculum revisions, and management of laboratories with very few local sources of assistance. And, until recently, seldom was any contact made by university staff or state department of education personnel until the first teaching year was completed; then the meeting was, at best, a casual, brief week at a state-wide vocational teachers' conference. At these conferences, where the in-service programs were a potpourri of subject matter related mini-workshops, it was doubtful that serious concerns held by the vocational rural teachers were being addressed.

Beginning teachers in rural schools often find themselves too far away from a community where the university finds it convenient to offer evening extension classes. These teachers also find limited opportunities to share problems with fellow teachers in similar subject matter fields. Frequently, the young, rural teacher also finds the locally conducted in-service programs to be of a generic nature as well.

Beginning teachers in rural areas, especially, need the opportunity to share problems and successes with colleagues. They need to maintain contact with teacher education staff at the university to obtain guidance and assistance in transferring theory into practice. They desperately need to have the opportunity to ask for help and obtain that much needed advice at the time when major problems are faced. Relationships with State Department of Education consultants need to be established early in order that this important avenue of communication is made available early in the teacher's career.

The experiences that beginning teachers encounter during that first, formative year, whether successful or unfortunate, have a major effect on the habits and pedagogical practices maintained during their professional lifetime. By providing assistance to these teachers, helping them with curriculum decisions, student motivation problems, classroom teaching techniques, budgeting, facility management, youth organizations, community resource utilization, and budgeting of time, opportunities for more success and less failure are enhanced.

THE MODEL

The vehicle for delivering this much needed assistance was initiated through the university's extension class program. Each year, the beginning teachers in the various subject areas in vocational education were organized into a common graduate level course. Three group seminars were scheduled for the year--fall, midwinter, and spring--utilizing the weekend to reduce time spent away from school. Sessions were begun on Friday evenings,meeting as a total group. Saturday sessions were devoted to smaller subject area group sessions.

After the first meeting in the fall, university staff began visiting participants at their schools, observing classes, becoming familiar with the beginning teachers' facilities and resources, and conferring with the teachers, providing assistance and guidance. In addition, brief conferences were held with the building principals to further encourage local support for the beginning teacher.

State Department of Education personnel were also requested to participate in group meetings and visit participants on site.

The method of conducting the seminars was believed to be critical to insure program success. Group processes were relied upon heavily to insure a high level of participation. A majority of the first meeting's agenda was devoted to listening to the teachers relate their specific problems encountered in their respective schools. These identified problems and concerns were prioritized by the group which created the course outline of topics discussed for the remainder of the program.

At each meeting and visit, ideas and new approaches were shared to help the beginning teachers arrive at solutions to their problems. They were encouraged to experiment with new approaches and bring evidence of the results to the next class meeting. When on-site visits were made, an attempt was made to provide guidance and assistance based upon the teacher's individual needs and available resources. The list of problems and concerns was reviewed to guide the university staff member in choosing materials to bring along that would help the rural teacher with a specific problem.

RESULTS

The effects of the group's involvement in identifying and discussing their own problems were therapeutic. At the end of the first meeting, comments such as "I'm glad I'm not the only one having that problem," and "I guess my problem is not so impossible after all," were heard.

It was of interest to note the similarity of problems identified by beginning teachers compared across the four years that the program has been conducted. Also, it was of interest to note the priority level placed upon the problems identified. A list of problems identified which were rated highest priority of importance by the four groups follows:

- how to motivate students
- what should be taught
- how to grade students
- how to determine teaching time
- keeping updated on information/technology
- how to handle parents
- advising the youth organization
- how to manage time

Other problem areas identified and rated the highest priority of importance by a group of beginning teachers in a particular year but not in each year were:

- how to answer the "time on task" critics
- obtaining financial support
- changing program image
- obtaining administrative support
- recruitment of students
- how to work with special education students
- how to become involved in the community
- how to select texts, references, resources
- how to plan individualized instruction
- how to maintain proper relationships with students
- how to justify time spent out of school

There were many other concerns and problems identified upon which the teachers placed a lower priority. A lower priority rating meant that the participants desired help with the problems at a later time. As many of the lower rated items as possible were discussed as time allowed, both in the seminar sessions and during the on-site visits.

Comments from the teachers at the end of the course were most complimentary. The most common type of comment related to the organizational approach of the seminars. Teachers appreciated the opportunity to express their own specific problems and discuss freely among peers, solutions and ideas to incorporate into their respective local programs.

The benefits to the university staff were also sizeable. A better understanding of the nature of the classroom teacher's job was developed. Closer relationships with beginning teachers paid dividends in the form of more teachers pursuing a master's degree. A much better understanding of the transformation process of applying theory into practice was obtained from the experience.

Friday, October 11,
3:15 - 3:45 p.m.

Social Studies and Citizenship Education In Rural America: Process and Product

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Social Studies and Citizenship Education
In Rural America: Process and Product

Over the past 15 years a small body of literature concerned with the process and product of social studies and citizenship education in rural America has emerged. The purpose of this paper will be to review that literature. Implications of the literature for the preparation and development of rural social studies teachers will then be discussed.

Research in rural social studies education has been advanced by major investigations into the status of social studies that have included rural schools. The National Science Foundation (NSF) sponsored three such studies in the late 1970's. The National Assessment of Educational Progress (NAEP) has reported on the outcomes of citizenship and social studies education all sizes and types of community, including rural, since 1970.

For this review I have divided the literature into two major categories--one encompassing studies on the process of social studies education in rural schools, the other consisting of studies on the outcomes of social studies instruction in rural schools. It is assumed that citizenship education is one of the principal missions of social studies educators, although it is not their exclusive domain.

Social Studies Education in Rural Schools

In searching for literature on the process of social studies education in rural America, I found several studies reporting on materials and methods used in rural social studies classes. In addition to reviewing them, I will summarize the findings of four national studies as they pertain to social studies education. This will allow the reader to reflect on the question, "How divergent is rural social studies from the mainstream of schooling in the U.S.A.?" Finally, I will share the results of a small survey that suggests that rural parents may support a less traditional social studies curriculum than that provided in their schools.

Materials and Methods in Rural Social Studies Classes

Only a handful of studies on the nature of social studies education in rural schools exists. Fortunately, they include some major investigations that were national in scope. According to this limited research, rural students are not likely to encounter social studies programs that are reflective of either social science or life in rural America.

Jefferson (1977) surveyed 80 social studies teachers in 40 public high schools which were randomly selected from 23 of South Carolina's 46 counties to determine the extent to which seven national social studies curriculum projects were being used. About 50 percent of the teachers had used the specified curriculum materials as models for materials they developed. Thirty-one teachers used the project materials as sources in classroom instruction. Small non-urban schools were less likely to have the materials than large urban schools. Similarly, in a survey of 217 school corporations (districts) in Indiana, Pahl (1978) found that the size of the student body and the urbanness of the school corporation were the two strongest predictors of innovative social studies textbooks and the use of innovative educational practices.

A National Science Foundation study of science, mathematics, and social studies education (Weiss, 1978) included 268 rural schools. Forty-two percent of them were reported as using at least one of the federally-funded curriculum materials in science, mathematics, or social science that were developed during the 1960's and early 1970's. That compared with 29 percent of urban schools and 54 percent of suburban schools. In those rural schools, 24 percent of the social studies classes were using textbooks with copyright dates prior to 1971 while 26 percent of classes in urban schools and 28 percent of classes in suburban schools were using social studies texts published earlier than 1971. Of the rural teachers of grades 7-9 surveyed, 21 percent had attended one or more NSF institutes in science, mathematics, or social science education. Twenty-three percent of the rural teachers of grades 10-12 had attended at least one of the institutes. Among the tenth through twelfth grade teachers in the study, significantly fewer rural teachers had participated in NSF institutes than teachers from small cities, suburbs, and cities of 50,000 people or more.

How relevant are the social studies curriculum materials used in rural clssrooms? Morris and Garcia (1982) queried 76 secondary social studies teachers and 737 students in rural communities of 2,500 people or fewer. Respondents were in 14 schools in the states of Arkansas, Georgia, Mississippi, Missouri, North Dakota, and Texas. They found that both teachers and students perceived a need for curriculum materials that adequately depict rural America. They also determined that many of the teachers did not create materials to fill the void and were unaware of sources of social studies materials relevant to rural life. They provided a list of such sources at the conclusion of their article. McCain and Nelson (1981) have offered numerous suggestions for locating and using rural community resources for teaching social studies.

Weible (1983-84) cited Eliot Wigginton's Foxfire program in rural Georgia as an example of integrating community resources into the curriculum and described nine additional community-related learning activities for rural students. Mehaffy (1984) credited Wigginton with popularizing the idea of student-produced oral history magazines. He reported that over 200 such projects were underway as of 1980. How many of them occurred in rural schools was not indicated. Mehaffy offered advice to assist teachers in planning to undertake an oral history magazine with students and recommended use of the concept in the following words:

> The promise of oral history is enormously powerful: here is a procedure which will actively involve students in their own learning as they study their communities, their families, and themselves. (pp. 13-14)

Peters (1984b) has advocated the inclusion of global perspectives in rural social studies curriculums. He argued that residence in a rural community does not insulate people from the effects of global events nor eliminate the need for rural students to prepare themselves for global citizenship. He identified several resources that are usually available to develop the global perspectives of rural students: encyclopedias, novels, history books, travel publications, newspapers, and films from lending libraries. He recommended use of role playing, simulation, and field trips. He produced a teacher's guide (Peters, 1984c) for using the nuclear arms control issue as a means of developing the global perspectives of rural youngsters.

Peters (1984a) also has recommended the incorporation of environmental education into k-12 global studies curriculums for rural students. He said this should be done through integration and fusion of environmental education and global studies with social studies. He stated that global studies tend to involve vicarious experiences of natural and social phenomena, whereas environmental education offers direct experiences of human interaction with natural and social environments.

There have been efforts to develop curriculum materials relevant to particular rural students. Ruopp (1977) investigated the results of a social studies curriculum reform project initiated in 1968 by the Bureau of Indian Affairs (BIA) and terminated nearly three years ahead of schedule. The project spent over $500,000 in just over two years. Four to five years later, the teacher guides were not being used and only minimal use was being made of the student activity materials. Ruopp reviewed the history of the project, using records, reports, correspondence, and conversations with key BIA officials and steering committee members. He found that two opposing viewpoints had contended with one another during the life of the project: One that saw the project as a needed reform to replace old texts and methods with new techniques and insights from the social sciences and another that saw the emerging curriculum as inappropriate for Indian students and their teachers.

Ruopp called the project a model of curriculum reform as a social movement responsive to the demands of professionals. He recommended an alternative model--curriculum reform as a social experiment--for future projects.

During the 1976-77 school year, Stake and Easley (1978a, 1978b, 1978c) directed a National Science Foundation study of science teaching and learning in American public schools, Case Studies in Science Education (CSSE). Eleven high schools and their feeder schools were selected for field observations. The schools were chosen to represent the nation in terms of region, socioeconomic status, race, and degree of educational innovativeness. Two of the schools, BRT and Pine City (both pseudonyms), were rural. Social studies education, in addition to science and mathematics, was included in the BRT case study, but not in the Pine City study. A summary of the BRT case study (Stake and Easley, 1978b) will be given here.

BRT was a consolidated school district in rural Illinois. In 1976-77 the high school had 136 students in four grades. The football team won its second consecutive conference championship. Honors had also come to the school for the quality of science papers and science projects entered in competition. BRT had a declining birth rate and further school consolidation appeared imminent.

BRT high school had only one science teacher, one mathematics teacher, and one social studies teacher. The social studies teacher, "Mrs. F.," taught five periods per day and had four different preparations. "Mrs. F." was in her ninth year of teaching at BRT, having returned to teaching following a 10-year period of tending to her home, her husband, and three sons. English was her major subject and she had not taught social studies, her minor, for the previous five years.

"Mrs. F." subscribed to Reader's Digest and People magazines and two newspapers. She complained of being too busy to do the things she wanted to do during the school year. She spent her evening time watching situation comedies and crime programs on TV. Once a month she participated in a circle group of the Methodist Church. The essence of her educational thought, as captured by the field observer Alan Peshkin, may be found in the following statements:

> I think we all have to keep to the basics. So far as I'm concerned, it's essential that students have some general knowledge about their background. Thus, history, you see. But I don't believe in committing to memory dates and places, things that we cannot show are relevant. If they can catch the general idea of what the country was like in a particular period . . . It's enough if they can say this is the way things were and these are some of the reasons for it. Then they should be able to relate those things. What I'm trying to do is bring the past up to the present, I guess. It's a matter of seeing relationships because facts aren't anything by themselves.

> Too often they learn something for the moment with no carryover to it. I suppose this is part of what I mean when I say, 'See the relationships,' seeing something relevant to tomorrow's assignment and what we had two weeks ago. There's a thread. It's almost like the plot of a novel running through all this. Yet, so many of them, what they learn is for a test. (p. 4-41)
>
> Right now students are only required to take U.S. history in the social studies area. We're so downed by schedules it would be idealistic to think there's room for another required course in this area. But if I could require one course, it'd be sociology. If it's well taught, if it's well received, some of the biggest problems are there--crime, war, delinquency, the social problems. And a study of those social problems might timulate some of these people into social service. And to me that's where it's at. I know there's always been problems, but I'm a confounded optimist. (p. 4-42)

"Mrs. F.'s" methods included lectures, discussions, research papers, mock elections, films, interviews, written homework assignments, textbook reading assignments, and oral reading. The students seemed to have seen some value in the American history class taught by "Mrs. F.," but were not especially enthusiastic about it and the level of student participation was less than ideal. One student observed:

> In class, we read what we're supposed to, at least occasionally. Nobody does too much in history because most think it's boring. You go through the same routine. When the teacher asks how many read the lesson, only one or two raise their hands. (p. 4-49)

Junior high and elementary school social studies teachers in BRT also were included in the field observations for the case study. The observer noted that the general view of BRT's youth held by their teachers seemed to be that they were limited in background and narrow in outlook.

Rural Social Studies and Social Studies in the United States

It is difficult to separate social studies in BRT from social studies in the other schools of Case Studies in Science Education. Stake and Easley (1978a) summarized the CSSE finding on the social studies curriculum in American schools as follows:

> The social studies curriculum was primarily about history and government, and to some extent, about current social problems and about understanding oneself. It was rarely about social science, the systematic inquiry into social phenomena. There was little agreement on what subject matter content had to be covered in a social studies course and one saw little articulation across these courses. Where we did find coordination, we also found less concern about contemporary social affairs. (p. 19:4)

Text-bound teaching predominated science, mathematics, and social studies in the CSSE schools. In social studies

> the most common scene was . . . of the teacher asking questions about the reading assignment, often requiring verbatim responses, stressing the value of good information from reliable sources, particularly the textbook. (p. 19:7)

Stake and Easley found that the CSSE teachers shared a preemptive aim, that of socialization. They observed,

> Each teacher had a somewhat different set of purposes, but a common and vigorously defended purpose was that of socialization. It impressed upon the student an observance of the mores of the community, submitting personal inclinations to the needs of the community, conforming to the roles of 'good student,' and getting ready for the next rung on the educational ladder. Of course there were great differences in the ways teachers stressed and interpreted socialization. (p. 19:4)

As it is difficult to distinguish social studies in rural BRT from that of the non-rural CSSE schools, so it is problematical to isolate rural social studies education from the portrait of social studies in the United States produced by the National Science Foundation in the late 1970's. Shaver, Davis, and Helburn (1980) reviewed three major NSF studies of precollege science education as they pertained to social studies. The studies were a 1977 national survey of administrators and teachers (Weiss, 1978), a review of the research literature in social studies/social science education from 1955 to 1975 (Wiley, 1977), and the Case Studies in Science Education (Stake and Easley, 1978a, 1978b, 1978c). The conclusions of Shaver, Davis, and Helburn included the following:

1. The role of teachers is central to the social studies curriculum and individual teachers have much to say about what social studies is.

2. Students are not likely to have interaction with federally-funded (especially NSF-funded) curriculum materials.
3. The textbook is the central tool of social studies instruction and the most commonly used texts are traditional ones.
4. The social studies curriculum seems to be about history, government, and geography, with slight attention to current social problems.
5. The objectives of instruction are mostly information objectives which are achieved through lecture and discussion, the most frequently reported teaching techniques, and demonstrated by reproducing the language of the textbook in recitations and on tests.
6. Motivation is largely external--based on grades, approval, conformity, and college preparation.
7. Both social studies and science have lost instructional time in the primary grades because of the "back-to-basics" movement.
8. Social studies classes are similar to those of 20 years earlier.

The foregoing seems to be descriptive of social studies in rural schools. There are, to be sure, exceptional rural schools where social studies classes use materials and methods designed to promote inquiry into past, present, and future social issues and to develop social science concepts. Such shcools, however, are unusual in any type of community.

Goodlad (1983) found the deck stacked against innovation and change in American schools. Commenting on his in-depth study of 1,016 classrooms, he said,

> One would expect the teaching of social studies and science in schools to provide ample opportunities for the development of reasoning: deriving concepts from related events, testing in a new situation hypotheses derived from examining other circumstances, drawing conclusions from an array of data, and so on. Teachers listed those skills and more as intenced learnings. We observed little of the activities that their lists implied, and teachers' tests reflected quite different priorities--mainly the recall of information. The topics that come to mind as representing the natural and social sciences appear to be of great human interest. But on the way to the classroom they are apparently transformed and homogenized into something of limited appeal. (p. 468)

Attitudes of Rural Parents

Weible and Evans (1983) conducted a voluntary survey of parents of fifth and sixth graders in a rural Midwestern community. The non-random sample of 48 parents responded to 21 items, each reflecting a standard found in the revised curriculum guidelines of the National Council for the Social Studies (NCSS, 1979). Weible and Evans found strong support for the National Council guidelines, including agreement that social studies programs should promote greater student involvement and include relevant controversial topics and issues. They concluded that "parent support in rural communities for the traditional approach to the social studies may not be as great as many educators believe." (p. 30)

Summary of the Literature on the Process of Social Studies Education

Despite the excitement surrounding Foxfire and the efforts of curriculum innovators, rural Americans are likely to encounter a rather ordinary social studies program. Textbooks and teaching methods are apt to stress information rather than critical thinking and inquiry skills. Curriculum materials deemed relevant to the lives of students are scarce in rural classrooms, but social studies teachers there tend to overlook opportunities to use available resources or to develop their own materials. Analysis of the literature to date indicates that the process of social studies education in rural communities is little different from that in the rest of the country.

The Social Studies and Citizenship Achievement of Rural Youth

Since the process of social studies education in rural schools is not noticeably different from that in the remainder of American schools, one would not expect the social studies and citizenship outcomes to differ greatly. Assessments of the social studies and citizenship attainments of young Americans have provided no substantiation of the notion of general rural educational inferiority.

National Assessments of Citizenship/Social Studies

Much of what is known about the social studies and citizenship achievement of rural Americans is found in the results of the National Assessment of Educational Progress. National Assessment is a project to gather census-like data on the educational attainments of young Americans in four age groups: 9-year-olds, 13-year-olds, 17-year-olds, and young adults ages 26 through 35. The first NAEP assessments of citizenship and social studies were conducted in 1969-70 and 1971-72, respectively. In 1975-76 the second assessment of both learning areas was done. NAEP gathered the most recent citizenship/social studies data in 1981-82.

Henderson (1973) reviewed the results of the earliest assessments and sought implications for rural education. He made the following observations:

> If one is to judge by the results of the NAEP assessment exercises, the rural school is doing a seriously inadequate job in giving students formal information about the nature and goals of government at all levels. It is extremely doubtful that an individual of any age will take an interest or active part in carrying out his civic duties if he does not know what his civic duties are. This lack of information can only lead to an ever widening gulf between rural citizens and their representatives in local, state, and national government. (pp. 24-25)

My own analysis (Easton, 1977), however, led to a different view. I examined the results of the first National Assessment of social studies and found that, although the rural sample performed slightly below the national performance level, the social studies attainments of rural 13-year-olds were fairly typical of those of their counterparts in the rest of the country.

Martin (1979) reviewed the results of National Assessment to develop a perspective on student achievement in rural schools. The baseline data--data that summarized student performance on all the exercises in the learning area and the differences in performance between each reporting group and the nation--showed that urban, not rural, students were the farthest behind the performance levels for the nation in citizenship and social studies. In fact, rural 13-year-olds and 17-year-olds were essentially at the mean performance levels for the nation in the 1975-76 citizenship/social studies assessment and rural 9-year-olds were two to three percentage points below the mean. However, students from urban and suburban communities with high proportions of professional and managerial residents were four to seven percentage points above the mean.

National Assessment (1983) reported 1981-82 citizenship/social studies results by size and type of community. Young Americans from "extreme rural" communities performed slightly below the national levels in all age groups on all of the citizenship/social studies objectives. By comparison, youths in "disadvantaged-urban" communities, where a relatively high proportion of people were on welfare or were not regularly employed, fell significantly below the national performance levels on all objectives while those in "advantaged-urban" communities, where a relatively high proportion of residents were in professional or managerial positions, did significantly better than the national performance levels on all objectives.

Assessments of Specific Rural Populations

Burke and Edington (1980) stated that rural schools are most often characterized in educational literature in terms of what they lack--adequate staff, equipment, money, supportive services, diverse curriculum, qualified teachers and administrators, and achievement test scores. They indicated that this view of rural schools can be misleading due to the heterogeneity of the rural population in the United States and pointed out the contrast between achievement results for various rural ethnic subgroups and the National Assessment findings that include all rural youth. It would be improper, therefore, to assume that NAEP rural results are representative of any specific locality.

Several local assessments have been reported in the past 10 years on the social studies or citizenship achievement of specific rural populations. They illustrate the heterogeneity of rural America.

Rather (1975) assessed the performance of 13-year-old seventh graders in rural public schools in north Mississippi with 36 NAEP citizenship exercises. Although he found the north Mississippi sample surpassed the 1969-70 NAEP extreme rural sample on 12 of the exercises, he concluded that the north Mississippi youths were deficient in many areas of civic development, especially civic attitudes. He noted that his sample lagged behind the national rural sample in knowledge of the structure and functions of government.

In another north Mississippi study, Billingsley (1976) appraised the social studies achievement of 13-year-olds in public schools. He used 58 exercises from the 1971-72 National Assessment with a sample of 390 students in 20 schools. He found that the north Mississippi youngsters generally performed below the NAEP extreme rural sample.

Davidson (1977) constructed three assessment instruments using NAEP social studies exercises from the 1971-72 assessment. All students in grades 4-12 at a rural public school in North Dakota were tested at the beginning of the 1976-77 school year. He determined that overall performance of the students was "essentially equal to national and regional norms, slightly higher than rural norms" (pp. 89-90). The performance of nine and 17-year-olds was significantly higher than that of the 1971-72 NAEP extreme rural sample.

Rabon (1981) inventoried the social studies attainments of 13-year-olds in rural public and private schools of northeast South Carolina. He administered 58 released exercises from the 1971-72 National Assessment to a sample of 324 students in 17 schools. He observed that the South Carolina sample performed less well than the national rural sample of 1971-72.

Lawlor (1980) examined six public high schools within 85 miles of Muncie, Indiana, and found that the geographical location of the school was not a significant variable affecting social studies skill achievement. The skills assessed with an author-produced test were: acquiring information through reading, drawing inferences, cartoon interpretation, reading tabular data, graph interpretation, identifying time relationships, reading a ballot, classifying information, recognizing a point of view, validity of sources, and recognition of cause-effect relationships. Rural students in the study had difficulty in acquiring information through reading and recognizing a point of view. Their best performance was in drawing inferences. Students in metropolitan, suburban, and rural schools showed an inability to use a general election ballot, to recognize cause-effect relationships, and to identify time relationships.

Summary of the Literature on Achievement

In general, children and youths in rural American communities learn citizenship/social studies knowledge, skills, and attitudes to about the same extent as the majority of their non-rural counterparts. Certainly, youngsters in some rural communities learn more than those in others. Although rural schools as a class are well within the educational mainstream of the nation, some rural schools offer inferior or superior opportunities for learning.

Rural Social Studies and Citizenship Research

Rural America is heterogeneous. Our rural schools exist independent of one another. Studies of individual rural schools or of schools in particular rural areas show variance from national rural findings in social studies and citizenship. The quality of research done on rural social studies has varied widely. This may reflect, in part, differences in the levels of financial support available for reserach in rural education.

Large-scale research projects such as the NSF studies, the National Assessment, and Goodlad's study of schooling need to be continued. They should be used as models for replication in local rural communities. If a purpose of studying schools, classrooms, and student achievement is to improve education, more studies of social studies and citizenship in single rural schools should be conducted with comparable national results used as benchmarks against which to evaluate local efforts. Those benchmarks, however, must not be accepted blindly as standards of excellence.

Implications for Rural Teacher Preparation

Perhaps one reason that the process and product of social studies and citizenship education in rural America are in the mainstream of American education is that the preparation of rural teachers has seldom been any different from that of other teachers. In recent years a number of teacher education colleges and universities have attempted to change that (Nelson, 1983; Gardener and Edington, 1982).

Preparers of rural social studies teachers might consider the expectations placed upon rural teachers. Massey (1983) has pointed out that rural elementary teachers work across grade levels while secondary teachers work across content areas. She said that rural teachers are expected to enhance the close relationship between school and community and to accept the sense of ownership by school board members and other citizens. Rural teachers, according to Massey, may be expected to fill many of the socializing needs of the community and must be able to cope with isolation, loneliness, and lack of privacy.

The Standards for the Preparation of Social Studies Teachers (NCSS, 1984) should be consulted to determine how programs might be designed to meet both the needs of rural communities and the criteria of the National Council for the Social Studies. The standards deal with general education, professional education, and education in history and the social sciences. It seems that each of these components could be designed with the advancement of both rural education and social studies education in mind.

Teacher educators who prepare social studies teachers can begin to address the needs of those who teach social studies and citizenship in rural America by answering the following questions:

1. Is a typical education in social studies and citizenship adequate?
2. What would constitute a superior social studies/citizenship program for rural Americans?
3. What would be some appropriate designs for rural social studies teacher preparation programs?
4. How should teacher educators relate to rural teachers, schools, and communities?

The development of competent citizens who will discharge their responsibilities to themselves and to society is a major aim of education. Social studies educaton has a vital role to play in the realization of that aim. Therefore, it is incumbent upon educational leaders to determine the extent to which social studies programs--

curriculum materials and teachers--are accomplishing desired ends and to improve them when they are found lacking. In this process, the needs of rural Americans should be fully considered.

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Francis Hildebrand
Friday, Oct. 11
3:15 - 4:45 PM

SCHOOL MATHEMATICS AND ELECTRONIC DEVICES

A central problem facing schools in general and rural schools in particular is how to meet the electronic challenge. More and more computers are finding their way into the schools, but few teachers are trained to deal with how to use them. The current school curriculum is not compatible with any electronic device. When a pesonal computer is brought into a school and placed before children who are not familiar with their predecessors--electronic calculators--which gave birth to the computer, much is being asked of both that student and the teacher.

This presentation will focus on cost-effective means to bring each child to terms with electronic devices in a readily accessible, challenging curriculum. It bridges the gap from the current but outmoded pencil and paper-ditto routine to the electronic age.

Obviously, we can not cure the ills and general distaste many cildren bear for mathematics in a single session, but we can outline root causes for the distaste and present viable state-of-the-art alternatives.